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ABSTRACT

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LES ACTES DU CONAT

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24th NATIONAL CONSULTATION ON CAREER DEVELOPMENT (NATCON)

24e COLLOQUE NATIONAL TOUCHANT LE DÉVELOPPEMENT DE CARRIÈRE (CONAT)

2

NATCON PAPERS

1998

LES ACTES DU CONAT

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Foreword

(En français a la page ix)

The 1998 NATCON saw the largest number of delegates ever in attendance, an indication of the increasing importance of NATCON as a national professional development forum. Evaluations of the 158 sessions were excellent and we are fortunate to have the texts of a number of the presentations included in the NATCON Papers 1998 Les actes du CONAT. The papers capture the essence of the presentations and share it with delegates, as well as colleagues who were unable to attend.

NATCON Papers 1998 Les actes du CONAT *distributed to all delegates who attended NATCON 1998, and will join previous volumes on the shelves of career and employment counsellors across the country, as well as the National Library of Canada.*

I would like to take this opportunity on behalf of all of us to thank my University of Toronto colleagues Lou Hawkes, Hélène Suzin, and Geneviève Beaupré for their excellent administrative and program work. They, along with all the presenters, make NATCON one of the best career development conferences in the world.

NATCON 1999 will be here before we know it and we look forward to your joining us in Ottawa, 25–27 January 1999. When you receive your information in the fall, please share it with your colleagues. Encourage them to join you at NATCON 1999 for what promises to be another excellent conference.

Marilyn Van Norman
Director, Student Services and the Career Centre
University of Toronto

NATCON is co-sponsored by The Counselling Foundation of Canada, Human Resources Development Canada, and the University of Toronto, Career Centre.

Avant-propos

(In English on page vii)

Le CONAT de 1998 a attiré un nombre record de participants, ce qui traduit bien l'importance croissante que le colloque prend en tant que tribune nationale de perfectionnement professionnel. Le sondage d'opinion nous indique que les 158 ateliers ont été très appréciés. Vous trouverez d'ailleurs le texte de plusieurs de ces présentations dans le présent ouvrage. Son contenu reflète bien la nature du colloque et le par le fait même le communique aux participants et à nos collègues qui n'ont pas pu y assister.

Le livre NATCON Papers 1998 Les actes du CONAT *est distribué à tous les participants du CONAT 1998. Il se retrouvera avec les autres volumes publiés précédemment sur les rayons des bibliothèques des conseillers en orientation professionnelle et en emploi des quatre coins du pays. Il sera également déposé à la Bibliothèque nationale du Canada.*

J'aimerais profiter de cette occasion pour remercier, en votre nom, mes collègues Lou Hawkes, Hélène Suzin et Geneviève Beaupré de la University of Toronto. Grâce à leur solide travail d'administration et d'organisation et à l'excellente qualité des exposés, le CONAT est devenu l'un des colloques en développement de carrière les plus renommés aux monde.

Le CONAT 1999 arrive déjà à grands pas et le programme promet d'être des plus intéressants. Nous espérons que vous serez des nôtres du 25 au 27 janvier 1999, à Ottawa. Vous recevrez le programme provisoire du colloque à l'automne. Faites-en part à vos collègues et invitez-les à se joindre à vous.

Marilyn Van Norman
Directrice, Student Services et Career Centre
University of Toronto

Le CONAT est parrainé conjointement par The Counselling Foundation of Canada, Développement des ressources humaines Canada et le Career Centre de la University of Toronto

A roadmap for career management

DOROTHY I. RIDDLE, CMC
Service-Growth Consultants Inc.
Vancouver, British Columbia, Canada

THE CONTEXT OF OUR CAREER MANAGEMENT DECISIONS

In an era of rapid labour-market changes, driven by technology changes and the opening of local markets to global competition, we face career management challenges different from those of even five or ten years ago. In today's labour market, most of us can expect to have up to six careers over the course of our lives, with our major decision points marked by whether to change careers rather than whether to ask for a raise. Because of rapid change, key skills sets are knowing how to learn, knowing how to transfer skills to different settings, and having a range of employability skills. Virtually all jobs now require basic computer skills, and major career moves require re-skilling.

Our workplace has also changed, with flatter organizational structures and a greater percentage of small businesses. Information technologies now provide excellent support for telecommuting and other dispersed forms of work structure. Competition is linked to knowledge-based skills and an ability to provide excellent quality assurance. In the near term, the portfolio contract worker is an increasing trend; however, in the longer term, firms will need to re-invest in permanent core staff in order to ensure proper quality control. The lines between job levels are blurring, with an increased emphasis on self-managed work teams, and there are few low-skill jobs.

While there is a critical need for continuous learning and up-skilling, downsizing within organizations has often eliminated the supervisory function. What this has meant from a practical perspective is that we are left to manage our lifelong learning primarily on our own. The kind of structured assistance traditionally provided by human resource departments and supervisors for developing and executing training plans, including training provided by the employer, is less and less frequently available. Instead, there is an increased emphasis on external licensing or credentialling, with professional associations expected to assume the oversight task of mandating continuing professional education (often in the context of maintaining a professional licence).

Defining career management

While we talk more and more frequently about *managing* our careers, there is not yet a commonly accepted definition of career management. The following definition is proposed: *Career management* refers to "scanning, planning, and making decisions in order to optimize one's ability to obtain and remain appropriately employed based on one's aptitudes, skills, values, and passions."

Several concepts in this definition are worth noting. *Scanning* has been used rather than *researching* in order to denote a broader range of informal and formal data collection. It implies an ongoing alertness to changes in the external environment, rather than a structured search at a given time. *Appropriately employed* has been used to underscore that the *managed* process should result in work that one finds involving and rewarding, rather than simply the acquisition of *any job*.

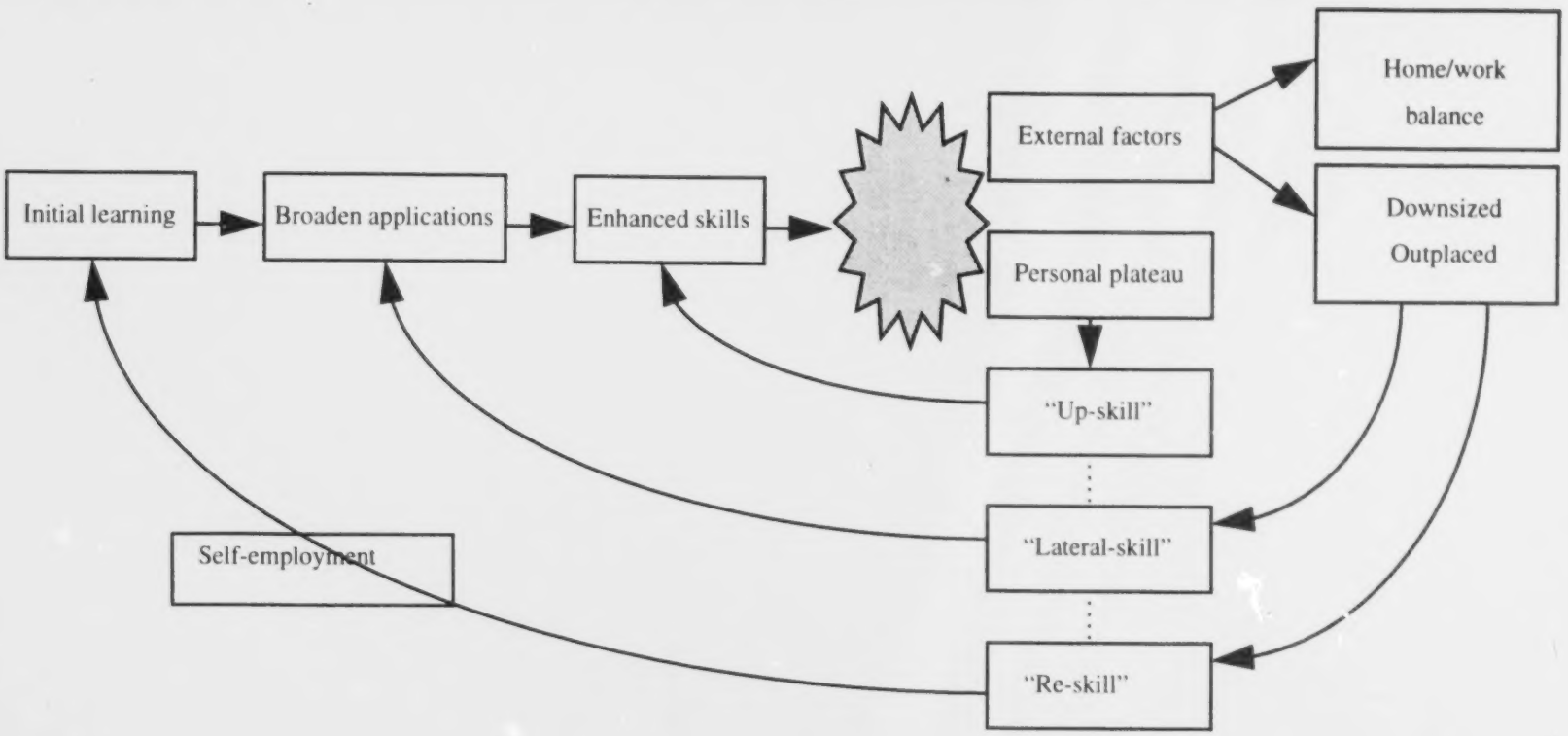
Employed should be assumed to include self-employment; however, not everyone is temperamentally suited to be self-employed. Successful entrepreneurs are typically proactive, self-motivated, and self-starters. They are willing to take calculated risks and work long hours, and are determined to succeed. They are innovative, with lots of new ideas, and remain self-confident and optimistic despite business downturns.

The process of career management

Figure 1 presents a schematic of career management. Typically, we begin a new position having a relatively steep learning curve to acquire or hone all of the skills required. Once we feel a degree of mastery, we typically look about for ways to extend our skill sets—either by applying our skills in new contexts (*lateral-skilling*) or by developing more specialized expertise (*up-skilling*). Sooner or later there is a disruption in our career path. In the old days, that disruption was retirement. Now it happens much more frequently and may be caused internally or externally. Internally we may begin to feel jaded or no longer challenged in our work. Alternatively, we may feel overchallenged, meaning that we don't have the skills we need. So we may decide to take some additional *up-skilling* to increase our technical proficiency, we may decide to cross-train for other applications of our skills (*lateral-skilling*), or we may take the radical step of complete *re-skilling* (including going into business for ourselves).

An external disruption may come from two different sources. First, we may experience such a shift in our home responsibilities that we need to increase or decrease paid work obligations. In this instance, the challenge is restructuring our work obligations. Second, we may have lost a job due to downsizing or outplacement. Here we most frequently have to either find ways to transfer our present skills (*lateral-skilling*) or *re-skill* for a new employment opportunity. Of course, there is also the third option of change due to retirement. Viewing retirement as a career change to be managed just as any previous one can help us plan effectively for the supports and involvement we want to ensure for ourselves.

FIGURE 1 Career management options



Service-Growth Consultants Inc., 1998

D.I. Riddle

While mentoring is not explicitly shown on the schematic, it should surround all our career management decisions. It is critical that we build in some mechanism for feedback in order to grow and improve. In order to help with our internal feedback and planning, attached are a series of questions that are linked to the various stages in the schematic.

SUMMARY

The only constant in life is change. Our choice is not whether or not to engage in career management, but rather whether we want our careers to be managed by external events or to manage them ourselves. If we actively engage in scanning for information related to our career decision-making, we can keep ourselves stimulated and engaged in our work life as well as proactively repositioning ourselves at strategic moments.

ATTACHMENTS

Questions about self-supervision

1. Have I identified my most critical performance areas and figured out what is or will be hard for me to do well?
2. For areas I need to improve, have I created small measurable steps that I need to take?
3. Do I have a regular time to review how well I have done on my steps?
4. Do I have a friend with whom I have arranged to be a buddy in self-supervision?

If I have a mentor:

5. Do I talk with my mentor if I get stuck and am not making any progress on one of my steps?
6. How frequently do I talk with my mentor? Am I open to help from my mentor?
7. Do I make good use of my mentor's time by:
   - providing quick updates?
   - being clear about the type of assistance I need?
   - being realistic about how my mentor can help me?
   - using my mentor for guidance, not supervision?
8. Do I reward my mentor for taking time to meet with me by:
   - letting my mentor know what happened?
   - thanking my mentor for helping me?
   - letting others know that my mentor has been helpful?

If I have a supervisor:

9. Do I have a comfortable relationship with my supervisor?
10. Do I meet regularly with my supervisor and request feedback on my performance?
11. Do I ask questions when I am unsure or have a problem?
12. Do I report on results and ask for feedback?
13. Do I look for ways to help my supervisor supervise me?
14. Do I set regular performance objectives and review progress with my supervisor?

Questions about continuous learning

1. What are my personal professional development goals?
2. Do I know what kinds of ongoing learning my employer expects of me?
3. Do I know what time and resources I am entitled to for ongoing training?
4. Have I discussed priorities with my mentor/supervisor regarding ongoing training?
5. Do I regularly read journals or books related to my work?
6. Do I regularly select conferences and workshops to attend based on my professional development goals?
7. Do I learn new things on the job each day? try to "walk in my customer's shoes"?
8. Do I have the types of contacts I need to keep up-to-date in my field?
9. Am I a member of a relevant industry or trade association?
10. Do I extend my learning network by exchanging business cards with new people I meet? taking the initiative to introduce myself to new people?
11. Do I offer to teach others the things that I learn?

Questions to accelerate initial learning

1. Do I know (determine) who will do my performance review with me?
2. Do I know (determine) how frequently I will have performance reviews?
3. Have I seen (created) the criteria on which I will be evaluated for my performance review?
4. When I am evaluated, do I ask for specific examples to make sure I understand why someone is pleased or displeased with my work?
5. If my performance review is negative, do I ask for specific help in improving my performance?

6. When I work on a special assignment under a different supervisor (client), do I ask for a review of my performance on that assignment?

Questions to broaden the application of my skill base

1. Have I thought about other ways to apply my skills in my organization?
2. Have I talked with colleagues who are doing related work about how they like it and whether or not they would like to have back-up?
3. Have I discussed with my supervisor what other functions I could learn to help me advance in the organization?
4. Have I tried job shadowing?
5. Have I talked with other people in my industry about applications of my skills?

Questions to enhance my skills for new opportunities

When aiming for promotion:

1. Do I know what the promotion alternatives are—the next step(s) from my present position?
2. Do I have the skills and experience to handle a promotion?
3. Am I being assigned to high-profile projects where my superiors can see how I handle new challenges?
4. How well do I get along with others? Do others like working with me?
5. If I were offered a promotion, have I already prepared someone to take my place?

Acquiring new skill sets:

6. Do I spend time with people in a different industry learning about what they do?
7. Do I know what the latest technology applications are in my field, and have I been trained in using them?
8. Do I check out the kinds of jobs being advertised on the Internet from time to time to see if there are common skill sets I lack?
9. Are there ways for me to create new business for my company that would challenge me and let the company see what I can do?

Deciding whether or not I like supervising others:

10. Which do I prefer:
    (a) to do the job myself, or to help others do the job?
    (b) to be the lead person on a new project, or to coach someone else to be the lead person on a new project?

11. Do I enjoy helping someone in trouble become successful?
12. Do I enjoy managing budgets and creating annual operational plans?

A sharing of our successes

HARRY VAN BOMMEL
PSD Consultants
Scarborough, Ontario, Canada

Career counsellors have years of experiences that often go unshared. During the 1998 National Consultation on Career Development, participants were invited to share their success stories, most memorable moments in their career, and/or their reflections on what is most important to people in career transition. The objective was simple: to collect, edit, and publish the best examples of success in career counselling. Whether one is an experienced counsellor or a new one, each has experiences that can benefit others in the field. This collection of success stories can serve as an inspiration and educational resource at the same time.

Writing one's success story can be difficult. People have preconceived ideas about what they *should* write. They fear that their ideas will not be important enough to share with colleagues. They may also worry that they do not have the writing skills to produce a good story.

All thoughtful stories are important when they are shared. Not everyone will benefit equally from each story, but different people will benefit personally and professionally through the lesson they learn from their peers. We learn most through personal experience (50%) and least through formal education (20%). The other 30% of our learning comes from watching and learning from people we value: our mentors, our parents and role models, and our peers.

Before sharing some of the stories from the conference, I urge others to write their success stories and share them with their colleagues at work, in professional association newsletters, and in your own writing projects. It is through stories that we learn best. Once you have a draft you can get help to edit and proofread your story so that it is easy to read and understand. For each of my 16 books, I have been fortunate to have the help of many people to verify that my content and grammar are good enough for others to read. You can do the same.

A few writing truisms to get you started

You can't wait for inspiration. You have to go after it with a club.
—Jack London (1876–1916)

The art of writing is the art of applying the seat of the pants to the seat of the chair.
—Mary H. Vorse (1881–1966)

It isn't what you write that is important. It is what people read.
—Harry van Bommel (1955–...)

JENNIFER HOLMES' STORY

Jennifer Holmes is a self-employed Toronto career development facilitator at the beginning of her third career. Together with her partner, she offers clients help with career planning, job search, life skills, and individual and group counselling. Her background as an early childhood educator and office professional bring a unique perspective to her work. Her story revolves around her need to follow her dream of self-employment.

My greatest success story starts with the training I received to become a career counsellor. I gained great insight into my personality, interests, and needs.

Balance has always been a need for me. I realized I was not fulfilling that need at work or even in my life. I have always been altruistic, the peace-keeper while striving for harmony. I wanted to please everyone! Well, almost everyone—myself, excluded.

I found through my career counselling training that I could still be helpful while looking after my needs. There was a missing link that I had not considered. When I assessed my values before my training, the need to express my creativity was not on the list. Today, being creative is a need. When I was a secretary at an Ontario not-for-profit group, one of my favourite activities was to put together the newsletter. When my new boss took that away from me, the job became mundane and routine. I continued to create flyers. He would always change them. I burned out as a secretary after the freedom to create was taken away. I found I was giving too much and never receiving anything in return. I would be asked to sacrifice my work style to conform to my boss's expectations.

As an early childhood educator, I was in a caring profession in a caring environment. However, there was too much giving and not enough balance. I burned out. The artistic side of me was virtually ignored.

Since my training, I have developed a strong interest in going it on my own. I used to believe that I could please everyone by "following the rules and regulations." Now, I realize I was not being true to myself. I respect the need for policies but I almost rebel against a lack of flexibility around those policies. It is time for independence. I realize I owe it to myself to follow my dream and make it happen! Now I know what the dream is and the steps involved. It is going to happen—soon!

DAVID ZINGER'S STORY

David Zinger is a Winnipeg career development consultant. His reflection asks us to consider the importance of questions in our professional and personal lives. It is particularly significant after such a conference where we spend so much of our time searching for answers that the overall questions may become lost.

What is the value of a question?

In this time of increasing complexity, uncertainty, and ambiguity our work is to stay with some of the questions, become comfortable with some of the questions, watch the questions change over time and help our clients generate responses out of those very questions. And our challenge is to do this when our clients confront us with difficult and painful career dilemmas that cry out for instant answers to ease the pain and reduce the complexity, ambiguity, and uncertainty they experience.

Too many of us have been schooled in answers. We love playing Trivial Pursuit because the questions have instant answers on the back of the card. Neil Postman, a critic of education once wrote that "children enter school as question marks and leave as periods." As children, if we didn't know the answer we often thought we were stupid. I now see stupidity as thinking we know the answers when we do not, and ignorance—not knowing—as a key to all our learning. It is okay to be ignorant; just don't be stupid about it. I feel it is time to reinstall the question mark as the centre of career development and lifelong learning.

As I continue to develop in my work in career development I am looking for good questions. I appreciated the NATCON, not because I took away a bunch of packaged programs, standardized assessment tools, or ready-made solutions, but because it gave me some good questions. For instance, what role do I believe first memories and early role models have in later career development? What do I do with all the oxymorons in career development? How do I bridge the two concepts of transitions and metaphors? If careers are like portfolios, how do we organize the portfolios and ourselves? What actions do I need to take with the chilling scenarios outlined by Jeremy Rifkin?

I even left with a more mundane question that has implication for the weight of my excess baggage. If I come to NATCON next year, should I bring my skates?

My thinking is not new or unique. It is just new for me. As the poet Rainer Maria Rilke wrote:

Be patient toward all that is
unsolved in your heart...
Try to love the questions themselves.
Do not seek the answers,
which cannot be given because
you would not be able to live them.
And the point is to live everything.
Live the questions now.
Perhaps you will then, gradually,
without noticing it,
Live along some distant day
into the answers.

CONCLUSION

Are there other stories out there? A good question for which there is, gratefully, an easy answer. All of us have stories about special clients or special circumstances. There have been times when we have been to a personal low that allows us to empathize with others. We have gone through difficult times to come out stronger at the other end. Our own experiences and those of our clients grant us a unique opportunity to provide "life-defining" counselling. What a gift our profession can be to our clients and to ourselves. This gift must be shared with our peers for the true value to be reached. Along with Jennifer and David, I challenge each and every career counsellor to do exactly that.

Nothing exists but a stream of souls, that all knowledge is biography.

—William Butler Yeats (1865–1939)

Assessing clients with learning disabilities in career counselling

JOHN B. STEWART
University of New Brunswick
Fredericton, New Brunswick, Canada

Vocational counsellors see a broad range of clientele with a variety of needs and distinguishing characteristics. Among their clients are those who have unique learning characteristics that require specialized services to ensure satisfactory outcomes. Statistics suggest that the number of individuals with learning disabilities ranges from 5% to 10% of the population, representing a sizeable subgroup about which vocational counsellors need to be aware.

This paper will review concerns facing career counsellors when dealing with clients who exhibit learning disabilities, present an information-processing approach to defining learning disabilities; to review a cognitive information processing career decision-making model, and to present information about individuals with learning disabilities. The main focus of this paper is that assessments guided by a cognitive, information-processing, career decision-making model (Peterson et al. 1991) highlight cognitive characteristics that are integral to promoting agency in clients who have learning disabilities.

ISSUES FACING ASSESSMENT OF CLIENTS WITH LEARNING DISABILITIES

Diversity

One issue is the diversity among the learning disabled. Counsellors should view each person as unique and avoid the tendency to stereotype. No two persons will react to the same difficulty in the same way because of their unique combination of life experiences, interests, resources, and personality traits. Consequently, it is difficult to predict how each client will be influenced by the presence of a learning disability.

Lack of vocational theory

There is no vocational development theory that incorporates learning disabilities to guide counselling practice. Enright, Conyers, and Szymanski (1996) suggest that the presence of a disability alone does not determine a person's career development. Career development involves the interaction of numerous factors beyond a disability. They suggest that career counsellors can use current vocational development theory but should know the theory well and understand how the presence of a disability may alter the assumptions underlying each of the theories. For example, some individuals with disabilities may have come from an environment where decisions have been made for them. Thus, they may not have had much opportunity to develop decision-making skills, or to develop confidence in making decisions independently.

Need for comprehensive assessment

Learning disability can influence all areas of life for the individual with it. Therefore, vocational assessment should be one component of a comprehensive package of assessment battery—personality, psychological, emotional, social—all of which have an impact on how an individual will perform in the workplace (Omizo and Omizo 1992).

Omizo and Omizo (1992) suggest that an appropriate vocational assessment should provide the following information: (1) the individual's interests, strengths, and needs as they relate to their present and future lifespan roles; (2) the person's ability to learn and benefit from further instruction including instructional modifications and accommodations, if necessary; (3) the most appropriate placement within a particular vocational educational training program as well as a future work site; (4) the needed support services.

Need for client agency

From a counselling outcome perspective, career counsellors should aim to enhance their clients' sense of agency, that is, promote independence in present and future vocational decision making (Enright et al. 1996; Cochran 1994). To achieve this outcome, Cochran (1994) suggests four counselling outcomes: (1) clients act in accordance with their strengths, interests, and aims; (2) they develop characteristics that help them adopt an agential role (for example, an internal locus of control, purposefulness, confidence, meaningfulness, responsibility, ability to plan); (3) they are able to state a vocational plan and be able to predict the consequences of this plan; (4) clients are able to clarify a personal career narrative that will provide meaningful continuity throughout their life span.

These four issues present challenges to career counsellors when working with individuals with learning disabilities. One way for counsellors to assess their clients is to use information processing theory as a guide. Information processing theory outlines several dimensions that can be used to assess a client's readiness for career decision-making as well as the presence of learning disabilities.

Defining learning disabilities

Typically the aptitude-achievement discrepancy has been the only criterion used to determine the presence of a learning disability. However, this assessment criterion is too narrow because individuals

with learning disabilities are so heterogeneous. Information processing theory suggests that learning problems are caused by individuals' inability to organize their thinking skills and systematically approach learning tasks. Brinckerhoff, Shaw, and McGuire (1993) describe a model that suggests four levels of investigation:

1. Level 1 involves two steps: (a) identifying a significant difficulty in reading, writing, mathematics, reasoning, speaking, and listening, and (b) identifying successful performance in other areas from the same list. This level of investigation can rule out mental retardation and slow learning.

2. Level 2 investigates discrepancies intrinsic to the individual: identifying a central nervous system dysfunction or specifying deficits in information processing that are related to the skill deficits identified in level 1. Information processing involves an individual's ability to acquire, store, and use information. Three major components of information processing are executive processes (used to monitor, evaluate, and plan learning and performance); cognitive processes (which enable a person to learn and solve problems, e.g., behavioural rehearsal, grouping, summarizing, and relating information); knowledge base processes (which enable the person to apply information in long-term memory to learn new information, e.g., isolate, compare, and contrast information).

3. Level 3 involves identifying limitations that are not components of the learning disability but may be viewed as related problems and may include psychosocial skills and physical or sensory abilities.

4. Level 4 addresses the possibility of other explanations for what appears to be a learning disability. This level allows for specifying a primary disability other than a learning one or finding another explanation for the difficulties noted in level 1. Such explanations might include low motivation, influence of drugs.

In conclusion, the information from levels 1 and 2 yields the most critical data for identifying a learning disability. This information suggests that learning difficulties are a result of an information processing problem for the individual. This approach to assessing learning disabilities complements the cognitive, information-processing, career decision-making model of Peterson, Sampson, Reardon (1991).

The cognitive, information-processing approach to career decision-making of Peterson, et al.

This cognitive, information-processing model (Sampson 1992; Peterson, et al. 1991) outlines a framework of important cognitive domains involved in career decision-making: self-knowledge, occupational knowledge, decision-making skills, and metacognition. In addition, the model describes a cycle of generic career problem-solving and decision-making skills known as the CASVA Cycle: communication, analysis, synthesis, valuing, and execution. The cycle allows individuals to move back and forth during the process in response to their needs and the availability of information.

Self-knowledge domain

According to Peterson, et al. (1991), self-knowledge consists of individuals' perceptions of their interests, abilities, and values. Interests include activities that individuals engage in and enjoy. Abilities are demonstrated in tasks, such as vocabulary, verbal reasoning, numerical reasoning, abstract reasoning, and clerical speed. Last, values are priorities such as safety, security, loyalty, prestige, high income, aesthetics, and variety.

Occupational knowledge domain

Occupational knowledge has two components: (1) knowledge of individual occupations, such as educational requirements, activities and duties performed, salary; and (2) knowledge of the relationships among occupations, which involves the ability to note the similarities and differences between and within classifications. Often the second component, which involves the ability to form concepts is not considered in a vocational assessment.

Decision-making skills domain

The decision-making skill domain comprises five generic information-processing skills commonly employed in making decisions and solving problems. Communication plays an important role in detecting incongruencies between the actual and ideal self, relative to vocational decision-making. According to Peterson, et al. (1991), this awareness can arise as a result of external cues or internal states, which signal that a problem requires the individual to take action. Communication requires the skills to conceptualize the problem, to articulate it clearly, and to retrieve information from long-term memory and use it in the problem statement.

Utilizing analysis requires the person to reflect upon the problem to better understand the situation and available alternatives. The skill

of synthesizing involves two forms of thinking: divergent thinking or elaboration involves generating a variety of possible solutions to the problem being confronted, often called brainstorming; convergent thinking or crystallization involves choosing vocational alternatives that are most consistent with previously identified interests, abilities, and values. Valuing requires the decision maker to assess the likelihood of a good fit between each previously identified alternative and one's value system. Valuing ends with the identification of a first choice, and a ranking of remaining options that serve as backup plans. Execution involves formulating and implementing a plan of action. The plan should contain sequential components that lead to attaining the chosen goal. Once a solution has been implemented, it is necessary to return to communication to determine if the gap between the actual and ideal state has been eliminated.

If the decision maker has progressed as prescribed, the individual should achieve some satisfaction. However, if the outcome is not satisfactory, the decision maker must recycle through the five stages of CASVE to achieve a more satisfactory outcome.

Metacognition domain

The executive processing domain outlines three metacognitive skills: (1) self-talk, (2) self-awareness, and (3) control. Self-talk may be either positive or negative self-statements. These statements play a role in developing a self-concept and influence the skill of problem solving. Positive self-statements about oneself as competent and trustworthy are essential components for independent and responsible problem solving. Self-awareness involves the ability to self-monitor while performing activities. Self-awareness enables the individual to recognize the need for more information and/or the influence of negative self-talk.

The third essential component to effective problem solving and decision making is referred to as control and monitoring. Competent problem solvers monitor the content and amount of information for use in the CASVA cycle. They can detect when there is insufficient information that will influence moving to the next stage. Also, competent decision makers know when they have enough information to reach a satisfactory decision.

This model outlines the domains and skills needed to process information to make an appropriate career decision. These same skills are also the ones used to detect a learning disability. Viewed from an information-processing perspective, the knowledge and/or

skills deficits of all clients including those with learning disabilities have implications for their career/vocational decision-making. Also, the knowledge and skill domains have implications for promoting client agency in future career/vocational decision making.

Career counselling issues for individuals with learning disabilities

Self-knowledge domain

Self-concept and age of onset of the disability (Enright et al. 1996; Herr and Cramer 1996) have an impact on an individual's career development. Restricted early experiences, prolonged dependency on family, and limited opportunity to freely interact with the environment can lead to low self-esteem and an impoverished self-concept, which in turn may influence the statement of vocational goals. This possibility necessitates discussing childhood experiences—type of friends, school experiences, family expectations, family outings, and leadership opportunities. The goal of such an assessment is to help individuals assess whether their current career goals are restricted by their past experiences.

For individuals who have acquired their disability later in life, it is important to assess whether the disability affected their self-esteem and disrupted their career plans. Counsellors should allow individuals to discuss their disability and how it has altered their career plans and their self-concept. The goal would be to assist them not to rule out career options solely because of their disability and to identify any unresolved issues that could be interfering with their career plans. If the disability is congenital, then the family members may experience difficulty developing separate emotional lives (Bragg, Brown, and Berninger 1992). If the disability was acquired, family members are likely to have difficulty adapting to the child's disability (Bragg, Brown, and Berninger 1992). Whether the disability is congenital or acquired, the family's reaction has implications for the individual's self-concept and self-esteem.

The individual's perceptions of his or her disability has implications for self-concept formation since no two individuals with disabilities will experience the same disability in the same way (Enright et al. 1996; Herr and Cramer 1996). Career counsellors should help individuals assess how they perceive society's attitudes toward them. Research suggests that people with disabilities are viewed differently from those who do not have disabilities. Individuals with disabilities can have misconceptions about themselves: they are different in all aspects of life, they are dependent and helpless, they have inferior

social skills, males are less masculine and females are less feminine, date less and are more socially anxious (Fichten et al. 1989 in Enright et al. 1996, p. 107).

Occupational information domain

During their development, individuals with learning disabilities may have had limited opportunities to explore the world of work, thus limiting their occupational knowledge (Herr and Cramer 1996). They may have developed a restrictive view of available vocational options.

Gender and participation in the workforce appear to be factors to consider. Enright et al. (1996) indicate that women with a disability have a 33% participation rate in the labor market, whereas men with a disability have a 60% rate. Generally women with disabilities earn less than men with disabilities (Danek 1992 in Enright et al. 1996, p. 105). Women with disabilities experience all the other issues faced by females in the work world—child-rearing responsibilities, lack of support, low self-esteem, devaluation by society. Career counsellors should spend extra time exploring ways to overcome barriers (assertiveness training, time management, child-care resources).

The issue of disclosing the disability to an employer is important (Enright et al. 1996). Clients should be aware of the pros and cons of disclosing their disability as well as their legal rights concerning discrimination. Holzbauer and Berven (1996) suggest that one possible negative outcome from disclosure might be disability harassment. If such harassment does occurr in the workplace, recipients can experience self-doubt, denial and self-blame, humiliation and anger, and depression. The career counsellor should point out ways to highlight their strengths, strategies for compensating for the disability, timing of the disclosure to a potential employer, and a possible mentor.

Mercer (1987) indicates that individuals with learning disabilities often have difficulty with organizing information. Organizational difficulty could imply that individuals with learning disabilities have difficulty understanding the structure of the world of work, such as the National Occupational Classification.

Decision-making skills domain

Career counsellors should examine their implicit ideas about the capabilities and what types of experiences individuals with learning disabilities should pursue. For example, career counsellors may make decisions for and not directly involve individuals with disabilities

in decision making (Hagner and Salomone 1989). Further, Dickey and Satcher (1994) found in their research that regardless of the type of disability, school counsellors considered vocational training the best option for learning disabled students. The type of schooling can influence interpersonal and leadership skills development especially if the person has been educated in a special education context separated from peers who do not manifest disabilities (Enright et al. 1996).

Metacognition domain

Lerner (1997) and Mercer (1987), after reviewing the literature, conclude that individuals with learning disabilities have difficulties with higher order mental functions, such as classification, checking, evaluating, and predicting. Levison (1993) indicates that individuals who have experienced brain trauma may develop cognitive difficulties such as the inability to attend, concentrate, organize information, and reason, particularly if the injury was a closed-head injury as opposed to a penetrating head injury.

Individuals with learning difficulties are likely to manifest a number of difficulties with monitoring and controling their decision making as well as assessing the amount and accuracy of their self and occupational information (Brinckerhoff et al. 1993). The cognitive skills required to monitor the information used in career decision-making are important for developing a career plan, assessing the amount of information needed to make a decision, and evaluating the outcomes of the decision-making cycle. These skills are important prerequisites to promoting career agency. Career counsellors need to consider these skills in their assessment so that appropriate interventions are developed in collaboration with their clients.

Assessment skills for counsellors

Morran, Kurpius, Brack, and Brack (1995) suggest three skill categories for counsellors, two of which are important when doing assessments. The first category involves attending to and seeking information. Within this category counsellors are to consider all potential sources of information, compare new information with existing information, separate relevant from irrelevant information, and identify information deficits and strategies for filling those deficits. The second category involves forming hypotheses and conceptual models. Counsellors must determine the possible causal relationships between observed or reported client behaviours and inferred internal and external client contexts, develop multiple hypotheses to tentatively explain the interrelationship of these factors, pose questions or strategies to test, evaluate each hypothesis,

and integrate viable hypotheses to form comprehensive conceptual models of the client.

CONCLUSION

Career counsellors who hone their attending and hypotheses-forming skills will be better able to work when using an information processing perspective. Utilizing such skills and information-processing theory, career counsellors will be able to help their clients with learning disabilities understand the possible sources of difficulties that inhibit their vocational decision making. Further, career counsellors can use this information in planning their change strategies during intervention in counselling.

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Career and personal planning: Diploma program and resources

ANNE MARSHALL
University of Victoria
Victoria, British Columbia, Canada

INTRODUCTION

The youth of today are facing an increasingly complex and fast-changing world. Educators realize that young people need to develop more than intellectual and physical skills in order to be prepared for the demands of the working world and the expectations of society. Students need to understand the relevance of their studies and be able to make appropriate decisions about their work and personal lives.

In response to this shifting life-career paradigm, the Ministry of Education, Skills and Training in British Columbia has developed two new required curricula for the schools: Personal Planning (PP) at the K–7 level and Career and Personal Planning (CaPP) at the Grade 8–12 level. These curricula are intended to help students prepare to deal with a world of complex, on-going technological change, continuous challenge, expanding opportunities, and social evolution. The courses make a unique contribution to the development of students as well-rounded, balanced individuals by focusing on student development, and on how their education and extra-curricular activities relate to future plans and life after school.

The resultant challenge in British Columbia has been to provide immediate support to teachers, counsellors, and other educators for delivery of these new curriculum initiatives. Implementation for CaPP in Grades 8–12 began in September 1995. Personal Planning Grades K–7 implementation began in September 1996. Pre-service university training for teachers has traditionally not included any substantial opportunity to address the learning outcomes found in these new programs. Although many excellent professional development activities are available, they have generally been brief and unconnected. What was needed was a more in-depth and systematic way to address the purpose, content, and delivery of the new curricula.

To meet this training need, the Department of Psychological Foundations in Education at the University of Victoria has proposed two 15-unit diplomas at the undergraduate level: one in Career and Personal Planning (CaPP) for secondary teachers, and the other in Personal Planning (PP) for elementary teachers. These diplomas would provide a means for postdegree teachers of CaPP and PP to acquire the knowledge, understanding, and skills needed to effectively deliver these new curricula in British Columbia schools. This paper describes the new CaPP and PP curricula, the proposed University of Victoria diploma programs, and their development to date.

THE PERSONAL PLANNING AND CAREER AND PERSONAL PLANNING CURRICULA

The PP and CaPP curricula are very comprehensive. Beginning with broadly defined and developmentally appropriate topics, students learn about themselves, their community, and the larger world. The overall purpose of the curricula is to "enable students to become thoughtful, caring individuals who plan and reflect, make informed choices, and take responsibility for their own personal and career development" (British Columbia Ministry of Education, Skills and Training 1997, p. 2). Students focus on three interrelated areas or "organizers" throughout their entire schooling: (1) planning process, (2) personal development, and (3) career development. All three areas are covered each year, although the focus shifts from relatively more emphasis on personal development in the elementary years to more emphasis on career development in the high school years. Each of the three organizers includes several important "sub-organizers," which are in turn related to specific objectives or learning outcomes.

The focus of planning is to help students develop personal, career, and educational goals, and work towards realizing them. This area includes three topics:

- collecting information
- making plans and decisions
- implementing and monitoring

Beginning in Grade 9, students develop and regularly maintain a Student Learning Plan (SLP). As students continue to participate in CaPP activities, the SLP documents their growing self-awareness, their relevant educational and community experiences, and their increasingly refined life-career goals.

Personal development helps students acquire the knowledge, attitudes, and skills needed to lead healthy and productive lives. The subject matter in this area reflects the recognition that life in and after school is much more than education and work. The six topics include:

- healthy living
- mental well-being
- family life education
- child abuse prevention
- substance abuse prevention
- safety and injury prevention

Career development is an ongoing cycle of awareness, exploration, and preparation. Through this cycle, students integrate personal, educational, work-related, and community learning experiences to prepare for future career choices. This area includes three topics:

- career skills awareness
- career exploration
- career preparation

During Grade 11 or Grade 12, students must also participate in a minimum of 30 hours of work experience. This helps students to develop and practise the critical skills required of them in the work-place. Students may also choose to participate in one of a number of career programs that provide a more focused and longer work experience component.

Thus, by the time they graduate from Grade 12, students will have learned a lot about themselves and the world of work. They will have explored their interests, values, abilities, and skills in a number of personal and work-related contexts.

DEMONSTRATED NEED FOR THE DIPLOMA

Given the comprehensive scope of these new curricula, province-wide implementation presented a challenge for educators. During the implementation of the Career and Personal Planning curriculum in the fall of 1995, representatives from the British Columbia Ministry of Education, Skills and Training evaluated the new program. The following groups were surveyed for comments and suggestions:

- BC Confederation of Parent Advisory Councils
- BC Student Voice
- BC Principals and Vice Principals Association
- BC Teachers' Federation
- BC School Trustees Association

The results of the evaluation indicated broad general support for the goals of the program. There were, however, some concerns raised about the preparation and training of teachers delivering the new curriculum. Specific recommendations were made, including:

- more training for teachers of CaPP
- particular attention to preparation in personal development
- identification of exemplary practices in evaluation, and assessment of learning outcomes
- education and awareness of issues relating to sensitive topic areas

Faculty in the Department of Psychological Foundations in Education at the University of Victoria proposed a postdegree diploma program to address the training needs of PP and CaPP teachers. A variety of existing course offerings in the department provided an excellent scaffold upon which to build a program of study specifically targeted at meeting the needs of teachers, counsellors, and administrators involved in teaching the new Personal Planning and Career and Personal Planning curricula.

Discussions with representatives in the Ministry of Education, Skills and Training resulted in a small grant to the department to help develop diploma courses aimed at helping teachers deliver the new curricula.

COLLABORATION AND CONSULTATION

It has been recognized from the outset that this initiative needed to be a collaborative effort. Both the BC Ministry of Education, Skills and Training and the University of Victoria have contributed funding and expertise, as well as research and administrative support. Invaluable advice and suggestions have been shared by colleagues developing similar programs, notably the Athabasca University certificate in career development (Baty, et al. 1997).

GOALS OF THE DIPLOMA PROGRAMS

The diploma program courses have been designed to address the above issues related to understanding, awareness, resources, and teaching skills needed for successful delivery of the PP and CaPP curricula. Teachers completing the diplomas will have:

- an appreciation for the context of personal and career planning in society
- an understanding of the history, philosophy, and purpose of the K to 12 CaPP curriculum
- detailed knowledge of the curriculum content and learning outcomes
- an understanding of the relationship between instruction and assessment models
- instructional strategies linked to curriculum learning outcomes
- knowledge of numerous current resources in life-career planning, including computer-based programs
- the skills needed to establish and monitor work experience programs

- communication skills relevant to the individual and personal content in CaPP

DIPLOMA COURSES

Two 15-unit diplomas are proposed, one for teachers of CaPP at the secondary school Grades 8–12 level, the other for teachers at the elementary/middle school Grades K–7 level. Most of the required courses are the same for either diploma, and have been developed to accommodate the K–12 range. However, because of the variation in content and delivery, the Personal Development courses are specific to each diploma (ED-D 444 for secondary level and ED-D 433 and 434 for elementary/middle school level).

Career and Personal Planning Diploma—Secondary Focus (12.0 units required)

- ED-D 440 Teaching and Learning in CaPP (1.5 units)
- ED-D 441 Approaches to Instruction and Assessment in CaPP (1.5 units)
- ED-D 444 Personal Development—Secondary Content Areas (3.0 units)
- ED-D 446A Career Awareness and Exploration (1.5 units)
- ED-D 446B Career Development and Planning (1.5 units)
- ED-D 417 Helping Relationships (3.0 units)

Personal Planning Diploma—Elementary/Middle School Focus (12.0 units required)

- ED-D 440 Teaching and Learning in CaPP (1.5 units)
- ED-D 441 Approaches to Instruction and Assessment in CaPP (1.5 units)
- ED-D 433 Personal Planning: An Overview (1.5 units)
- ED-D 434 Personal Development—Elementary Content Areas (1.5 units)
- ED-D 446A Career Awareness and Exploration (1.5 units)
- ED-D 446B Career Development and Planning (1.5 units)
- ED-D 417 Helping Relationships (3.0 units)

Approved electives (3.0 units)

These elective courses can be part of either diploma. Students may request permission to substitute other relevant courses.

- ED-D 414 Group Processes (3.0 units)
- ED-D 435 (A) Peer Helping: Training Issues (1.5 units)
- ED-D 435 (B) Peer Helping: Program Implementation (1.5 units)
- ED-D 480 Cross Cultural Helping (1.5 units)
- ED-B 359 Introduction to Instructional Technology (1.5 units)

- ED-B 360 Educational Technology (1.5 units)
- ED-D 338 Microcomputers in the Classroom (1.5 units)
- ED-D 499 Professional Development (1.5 units)

Note: 1.5 units = 36 hours of classroom time

DIPLOMA PROGRAM DELIVERY

The diplomas are intended for postdegree teachers who are delivering CaPP and PP in the classroom. The courses are also suitable for school administrators, counsellors, special school assistants, preservice teachers, and individuals working with young people in community-based life-career planning settings. Since most of these intended students are working full time, courses need to be as accessible as possible.

Two of the required diploma courses are intended for distance delivery, using specially developed multimedia instructional packages (ED-D 440 Teaching and Learning in CaPP and ED-D 441 Approaches to Instruction and Assessment in CaPP). The remaining required courses will initially be delivered off campus in selected sites, or on campus during evenings, weekends, or summer school. Depending on student response, more of the required courses will be adapted for distance delivery. With respect to elective courses, a few are currently available in distance or on-line format; others are available on and off campus.

The University of Victoria has frequently made use of the "cohort model" for off-campus course delivery. In this model, a cohort group of 25 to 30 students are identified in a geographical area. The students then come together for three or four weekends of intensive classroom instruction, with two or three weeks in between for reading, assignments, and small group work. This model has proven to be effective for encouraging the application of theory and practice to the students' individual work settings, and would be particularly relevant for these diplomas.

Diploma programs steering committee

A program steering committee will be appointed to support and monitor the program. The committee will include faculty members from the University of Victoria, a representative from the British Columbia Ministry of Education, Skills and Training, a teacher currently involved in PP and/or CaPP, and an undergraduate student. The responsibilities of the committee include recommendations for program coordinator and course instructor positions, approval of

program admissions, approval of elective courses, and recommendations regarding changes in curriculum and administrative procedures.

NEXT STEPS

A few steps remain in the university approval process for the diplomas. These are expected to be completed by May of 1998. A cohort group has been identified, and courses are planned for the summer. The first diploma graduates should be finished in the year 2000—ready for the new century!

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Career counselling in a wired world

GARY WEBER
KRISTI KERFORD
City of Calgary - Youth Employment Centre
Calgary, Alberta, Canada

INTRODUCTION

In late 1996, the City of Calgary's Youth Employment Centre (YEC), with funding from Human Resources Development Canada (HRDC), Calgary, launched nextNet, its Internet site. The Web site provides a comprehensive approach to career planning and the process of looking for work to Calgary youth aged 15 to 24. This is accomplished by providing original content and linking to other Web sites that provide valuable content in this area. As well as creating the Web site, YEC also purchased five computers from which clients of the centre can access the Internet.

This paper will look at the experiences we have gained and the lessons we have learned over the past year as YEC has worked to integrate the Internet into the information and services we provide to Calgary youth. We will begin with a brief discussion of how the new "wired world" has affected career counselling. Next, we will look at how we at YEC have tried to take advantage of the new developments in technology, specifically the explosive growth in the Internet and the World Wide Web, and the pros and cons of providing online career counselling to clients. Finally, we will include a case-study which gives concrete, specific examples of how we have integrated the Internet, and specifically our Web site, into the services provided at YEC.

ENTERING A WIRED WORLD

Developments in the area of information technology have revolutionized the way people in many sectors of the economy do their work. As people involved in helping others look for work or plan for their future, career counsellors are as aware as anyone else of the impact of this technology on the world of work. But not only has technology changed the nature of the careers and jobs your *clients* find, it has probably already changed the nature of *your* job and *your* career as well. And if it hasn't changed the way you work yet, it probably will over the next few years.

These new technologies are affecting the career counsellor's job in several ways. First, counsellors are having to spend more time helping clients use these technologies effectively. For example, helping someone to write a résumé may involve more than choosing an appropriate format and proper language and words. If the client has little experience with word-processing software, it may require a great deal of time to show him or her how to use the software to create a document that looks good.

Along with this increase in time spent in helping clients with the mechanics of using new technologies comes an increase in time counsellors will have to spend keeping up to date. This means that *continuous learning* will be important not only in your area of expertise, but also in information technology as well. This includes such things as understanding how to use search engines and Web directories to locate information, learning the latest update to word-processing programs, and figuring out how the new fax machine works. More important, counsellors will have to be aware of how developments in technology are changing the process of career planning and looking for work. How are these technologies changing the way in which employers look for employees? Are more firms using new technologies to scan in résumés they receive and then using computer programs rather than people to process these résumés when short-listing candidates? Are more companies posting jobs on the Internet in addition to or in place of traditional methods of posting openings, such as the newspaper? And how does this affect the way in which employees look for work? Can job-hunters conduct an effective job search without leaving the house, using online job boards, and doing their networking by pounding the "cyber-pavement" of the information superhighway?

A third way in which a "wired world" can affect career counsellors is that it offers them greater opportunity to communicate with their peers in their community and around the world. Counsellors can use technologies such as newsgroups, listservs, chatlines, and video-conferencing to communicate with more people more cheaply than they could in the past. But of course this requires knowing how to use these technologies, which again means some time spent on developing these skills.

Given that new technologies have changed career planning and job hunting, it would be worthwhile to provide a brief "State of the Internet" address to outline what is currently available online to job seekers and those exploring career options. To begin with, there are many career sites that provide information on how to assess yourself as the first step in career exploration and decisionmaking. A few sites also offer interactive exercises that provide feedback, suggesting probable interests or a personality type, and suggesting possible suitable career options. But so far almost all of these sites only offer shortened versions of much longer and in-depth assessment tools and lay heavy stress on the fact that they serve only as an introduction to assessment tests and personality typing and are not to be taken as definitive assessment tools. CD-ROMs and computer software pro-

grams offer more substantive tools in this area than can be found on the Internet.

Occupational, industry, and labour market information is also available on the Internet. More and more Internet sites are springing up that provide valuable information in these areas, both directly, such as many Human Resources Development Canada (HRDC) sites, across the country, and indirectly, such as the online versions of many newspapers. However, these sites do not yet provide the breadth and depth of information that a well-stocked career library does, although they can be more current at times than print resources. For example, most online newspapers are much shorter versions of their print counterparts.

One area in which there is significant information available on the Internet is that of education and training opportunities. Today most universities, colleges, and technical institutes have a wealth of information available online, usually including their course calendars and program information. There are also several tools available online that will help you find out which schools offer the programs in which you are interested. Alberta Advanced Education and Career Development's EDINFO, which lists general information about all post-secondary programs available in Alberta, is an excellent example.

If you are looking for work, there is quite a bit of information available online on how to look, including information on writing résumés and cover letters and interview techniques and tips. Another area in which the Internet can be a very strong resource for job-seekers is that of company information. More and more businesses and corporations are creating Web sites with information that can be used for networking, searching the "hidden job market," and preparing for interviews.

One area of the Internet that has a lot of potential and that has received much attention is that of online résumé databases. But this is also an area in which the potential still outstrips the actual benefits. The same is true for online job boards, although here the gap is narrowing. Today many jobs advertised traditionally, such as the classified ads in many newspapers, can also be found on the Internet. But, as many career counsellors and writers state, perhaps only 20 per cent of job openings are ever advertised, which means that four out of every five jobs are not, and whether the job listings people use are physical or electronic, they are only tapping into a smaller percentage of the actual jobs out there. Only time will tell if the Internet will have a positive impact on the percentage of positions advertised.

Using the Internet in career counselling

The original impetus for creating a Web site at the Youth Employment Centre was to provide access to YEC services beyond the regular service hours of the centre and make services and information accessible beyond our physical location. The creation of a Web site was also a way to acknowledge the developments in information technology that we have noted above and to try to integrate new information sources into the services the centre provides.

As we developed our Web site, we also realized that if we truly wanted the Internet to be of value to *all* Calgary youth, the simple creation of a Web site was not enough. It would be rather pointless to create a Web site at the YEC if our own clients did not have access to it. So that meant installing computers that could be used by our clients to get on the Internet and onto our site. And providing Internet access would not help clients who had no experience using it, so we developed an Internet workshop to help out Internet neophytes.

Through the development of our Web site, the Internet training workshops, and the provision of Internet access to clients over the last year, we have found that there are both pros and cons to using the Internet as a source of career development and job search information. But before discussing some of these, it should be stressed that despite some disadvantages, we, at YEC, truly believe the Internet is a valuable resource for career counsellors. While there are both benefits and drawbacks to using the Internet, this does not mean that its impact on career counselling is neutral or that counsellors can avoid using the Internet without affecting the quality of the services they provide. Many individuals who use the Internet to look for work may find that one pro outweighs all of the cons. For example, some of them may be willing to travel across the country if they can find the right job, and the access that the Internet provides to job boards across Canada may outweigh all the drawbacks of using the Internet, such as the difficulty in finding information, or the cost of getting Internet access. And with more and more material being published only on the Internet, ignoring it would affect the quality and amount of the information available to clients. Our point in outlining some of the concerns and disadvantages of the Internet is only that as you begin to integrate the Internet into the services you provide, you are more likely to do this effectively if you are aware of all of the issues at the outset.

With that caveat, we can move on to look at some of the pros and cons of using the Internet in career counselling. What we have found is that many of the advantages of using the Internet are also often

disadvantages when seen in a different light. For example, one of the greatest advantages of the Internet is that people can access the wealth of information it provides from anywhere, including their home. Individuals have access to a huge "library" of resources from their desktop computer which they can use at their convenience. It is also a library that never closes; people can use the Internet when it suits them and they are not limited to the hours of operation of a library or career centre. But this new accessibility isn't available to everyone. The implementation of new technologies always tends to benefit some groups in society more than others. So far, new advances in information technologies such as the Internet have benefited the wealthier members of society more than the poorer ones. Internet access still requires a significant initial outlay of money, and for this reason, and others, many people actually *cannot* access material from home.

Another advantage of the Internet is that it is a new medium. Many young people may be attracted by it and may be more willing to do career planning if it involves the use of a computer. Also, many people give greater weight to information they find via newer technologies. If they find it on the Internet, they are more willing to believe and accept it. But again, this advantage can also be a disadvantage. While some young people will be attracted to the new medium, others may be put off by new technologies in general and the Internet in particular. Again, the introduction of new technologies creates new barriers as well as breaching old ones. In this case, it has created a new type of literacy, "technological literacy," and not only is this new literacy a requirement for many new jobs, it is also becoming a requirement for *finding* employment of any type.

Another disadvantage of the Internet is that most Web sites, at least at this juncture, do not provide the same depth of information as print resources might. And when they do, the amount of information may intimidate people, as computer screens do not lend themselves to lengthy reading sessions. But for others, the fact that Web sites are less content-heavy may be an advantage. For those who would be put off by the idea of having to wade through dense tomes of information at the beginning of career planning, Internet sites can provide a quick way to get involved in the process.

Another benefit of the Internet is that by providing access to a lot of information that can be accessed from anywhere, the Internet can cut down on time involved in career planning. For example, if a person is looking for a job, the ability to search a variety of job boards from one location can save time (and money). But this benefit

is predicated on the premise that when those doing career planning are online, they stay focused on their objective. Anyone who has used the Internet much knows this is a shaky premise at best. The Web invites distraction and a lot of time can be wasted surfing through links the user happens upon while looking for information.

One unique benefit of the Internet is that, unlike traditional print resources, it can be an interactive medium. Interactive self-assessment tools on the Internet are a good example. By responding to questions and choosing between options, the individual might explore some Internet sites that suggest career areas. But the "individualized" material offered by these interactive Internet sites may give people using them a false sense of definitiveness and authority and a sense that they can complete their career exploration on their own. Most career counsellors stress the importance of discussion and input from other sources, such as parents, family, friends, and trained counsellors when doing career exploration. They also usually stress that the exploration itself and what individuals learn about themselves are as important as any specific careers options that might be suggested as a result of this exploration. If there is no one to provide this feedback to the user, there is a danger that they may give too much weight to the information they receive via these interactive tools.

Case-study for career planning

Our Web site consists of two main sections: nextStop and nextSteps. NextStop, the largest component of the site, is process orientated and contains all of the job search and career planning information. NextSteps is an online magazine with each issue centred upon a particular theme, such as a certain industry.

Our case-study will show how the Internet can be integrated into the career planning you do with clients by showing how we used our site with one particular client. Tracy was 18 years old and had recently graduated from high school. She was familiar with computers and the Internet and was interested in incorporating them into her career planning.

The first section of nextStop is based on a metaphor that compares career planning to planning a vacation, and is called "Plan a Trip." This section is based on four-step career planning. With different clients, you may change the order or skip certain steps. In Tracy's case we started at the very beginning.

The first step of the four-step process begins with identifying one's interests and skills. We began by having Tracy complete the attitude, interests, values, and skills checklists. These exercises may need a brief explanation for the youth at the beginning but should not need much support for completion. This section is not an assessment but rather a self-exploration that the client goes through. You can also use these exercises to build rapport with your client. I decided to use the interests, work and life values, and transferable and self-management skills checklists in Tracy's exploration.

The interests checklist has an inventory of roughly 50 items, so it may be necessary to print off the page and do some initial narrowing down. Youth are expected to choose five interests they have in life and five interests they would have in the workplace. On completion of the exercise they can print out a summary of their top choices and then save this in their career-planning portfolio or folder. It may be useful at this point to discuss the highlighted interests and brainstorm about jobs related to them. You will want to record any job possibilities, so that you can refer back to them when you begin your occupational research. In completing the work and lifestyle values inventories, we discussed why Tracy held certain values and how she hoped to integrate these into her career.

In the skills section we completed the transferable and self-management inventories. These sections are important to complete if clients are willing. If youth have brainstormed about occupations, you may now look at which occupations incorporate both their interests and transferable skills. Through some exploring, Tracy located accountant and pharmacist as career possibilities.

The second step in "Plan a Trip" involves identifying a list of job possibilities. This step provides the opportunity for creating a more exhaustive list of occupations to research. While the inventories in the first step required youth to think about themselves and their skills, interests, and values, the online assessments linked to in step two provide more occupational possibilities for research. I always explain to the client that the assessments we use are not going to provide us with answers, but rather will serve as starting points and possibilities. This is especially true of most online assessments, which tend to be shortened versions of longer actual assessments. These assessments tend to be very self-explanatory, so it is one area where clients may be able to work independently. It is always important to go through the assessment and make sure it will be something valuable for your client.

The third step involves conducting more research to narrow down the list of job alternatives. At this point we will try to focus on anywhere from 5 to 15 careers. I stress the point that an equal amount of research will not be involved in each job or career. It will depend on the client's level of interest in the particular career. Tracy began her research by looking at careers like accountant, interior designer, architect, pharmacist, and hotel manager. She began by using some of the general occupational information sites online that are included in our list of resources. For more in-depth methods of investigating careers we provide information on informational interviewing, volunteering, and part-time work. Further research on the Internet may also include assessing industry and labour market information on the careers in which they are most interested.

Another opportunity for research on our site is nextSteps. As mentioned before, the magazine has developed into a monthly profile of an industry or job-related theme. In this instance, one of Tracy's careers to explore was hotel management, so we were able to use the tourism issue (July 1997) for preliminary research. The magazine provides on opportunity to read articles relating to the industry, find out about someone who currently is working in the industry, or simply ask job-related questions of the counsellors on staff at YEC.

The fourth and final step in the "Plan a Trip" section involves decision making. The client may or may not be ready for this step and it can be completed at a much later date. Tracy decided to go through this section to get an idea on how the process was going. We provide an overview of decision-making and then two tools to aid the student. Tracy completed the decision-making matrices in our site. The five interests that Tracy chose earlier in the interests checklist were automatically transferred to the grid. She then went through the process of weighing their importance to her and estimating the extent to which each interest would appear in each career. If enough research has not been completed, this will be a very difficult task and the student may want to return to it later. Tracy was going to return to her career exploration and moved on to completing informational interviews. She could return and complete the decision-making grid another time, either if she felt she had learned a lot more about her chosen careers or if she had decided to research some different ones.

The second section of nextStop is called "Set a Course." It provides important information about types of postsecondary education, types of schools, where the necessary training is offered, and the length

and cost of training—the information you need to chart your course once you have decided on what direction you want your career to go. On our site we provide links to search engines and sites that will help in locating apprenticeships, training, and postsecondary information.

The third section of nextStop is entitled "Pack Up." Here clients can access information on résumés, cover letters, interview skills, and job search strategies. In each of these areas we provide the information that we use in workshops at the centre and also provide some valuable links clients can use to explore these areas further.

The fourth section of nextStop is "Jobsville," and is simply a links page that will allow the student to access online job boards. This is only a starting point for available job boards. Depending on the field they are looking in, the Internet may or may not be useful.

CONCLUSION

The intent of this paper was to give you a balanced view of how new information technologies, and particularly the Internet, can be integrated into the career counselling services you offer your clients. We want to stress again that we realize that the Internet has some inherent drawbacks or obstacles that need to be overcome, while providing some distinct advantages for those exploring their career options or looking for work. The Internet is only one tool available to career counsellors, and it will likely never be the only tool that counsellors use. But depending on whom you are serving and their comfort level with technology, and the particular stage in the process at which they find themselves, it is a valuable tool that can complement other services you have to offer.

Cognitive structures in the assessment phase of counselling

GREGORY HARRIS
University of New Brunswick
Fredericton, New Brunswick, Canada

In recent years, the assessment of cognitive structures has become important in counselling. It is not different in vocational counselling, where clients' cognitive constructs can have a significant impact on what careers they choose, and how they choose to pursue them. If counsellors can identify these constructs and become aware of the impact they have on their clients' behaviour, then they will be better prepared to help their clients choose and pursue their career choices.

In this paper, cognitive theory and the differences between traditional and cognitive instruction will be reviewed, cognitive structures called schema will be explained, and cognitive mapping will be introduced as a method to evaluate schema in the assessment phase of counselling.

TRADITIONAL AND COGNITIVE INSTRUCTION

Traditional, noncognitive instructional models differ from newer cognitive instructional models in a number of ways. In the traditional model, an assessment is geared to measure a client's gains as a result of instruction. This goal is derived from the belief that cognitive skill is the ability to acquire and retain information packets (Royer 1993). These packets are declarative and are usually assessed quantitatively, as they are achievement tests. Also, people must obtain a minimum score to pass and must obtain higher scores in order to gain greater levels of competency (C, B, A+). The higher your score, the more information packets you know.

Within cognitive assessment models, the assessment of declarative knowledge is important as well. However, cognitive models go beyond assessing declarative knowledge. There are two other important objectives. First, cognitive methods can be used to assess cognitive skills. Seen as dynamic skills that are in a state of development, cognitive skills are assessed in order to discover where a person is at on a continuum. Once the details of a person's skill development are known, it is then possible to prescribe specific instructional approaches in order to further that person's skill development. Second, cognitive assessment can be used as a diagnostic tool (Royer 1993). In this sense, assessment can show both the success of a method of instruction and the appropriate course of instruction yet to be completed (Royer 1993). The new course of instruction is indicated by the errors made on the assessment tool because errors indicate deficits in cognitive processes. If an error is made, there may be a problem in the cognitive structure. The advantage is that in a dynamic learning environment, different errors necessitate different instructional solutions. In this manner, the cognitive structures can be brought up to speed with a very specific cognitive instructional solution.

From a cognitive perspective, the assessment goals are derived from its view of cognitive skill. Cognitive skill is seen as the capability to process information both quantitatively and qualitatively (Royer 1993). Declarative knowledge is important in a cognitive system. However, unlike in the traditional system, declarative knowledge is as important as the way that knowledge is structured and the way that person uses cognitive skills while acquiring and processing that knowledge.

COGNITIVE SKILLS

There are three levels of cognitive skills: basic capacities, schema, and higher cognitive skills (Royer 1993). Basic capacities are seen as those functions that deal with low-level tasks such as working memory capacity or the speed of concept activation (Royer 1993). Working memory is the immediate memory that people use in order to complete tasks without having to either write down their ideas, or store them in long-term memory. The speed of concept activation is the speed at which a person is able to conceive a concept and its interrelated parts.

Schema are cognitive structures that hold both declarative and procedural knowledge (Royer 1993). These structures can be acquired through instruction and are usually specific to a domain. Higher cognitive skills are the processes that fall under the broad concept of metacognition. These skills act as the executive function of the system, controlling such activities as planning, monitoring, testing, revising, and evaluating (Brown 1978).

Schema and higher cognitive skills are acquired through an ordered process. At the beginning of this process, these skills are slow and cumbersome. Eventually, they become automated. Anderson (1982) says there are three stages that cognitive skills must go through before they are acquired.

The first stage—the declarative stage—is characterized by instruction on the steps needed to complete a skill (Anderson 1982). While the learner knows the steps needed to complete the skill, the learner has not yet integrated the information. This means that any application of the skill will be slow and cumbersome. The learner must retrieve each step from memory before executing that step (Anderson 1982). Knowledge compilation is the second stage. This is a transition stage where factual, declarative knowledge is slowly transformed into procedural knowledge (Anderson 1982). Slowly, procedures are built so the skill can be completed without constant referrals to long-term memory. The last stage is the procedural one.

In this stage the skill is honed so that more efficient ways of competing the task are preferred over slower, more mundane ways.

SCHEMA

Schemata play many roles in the cognitive functioning of an individual. At its root, a schema is a cognitive structure that represents a domain in memory (Turk and Salovey 1985). This structure contains several levels of knowledge. First, it contains general knowledge about the domain. For example, the vocational schema of a teacher may include such general knowledge as university graduate, professional, and moderately paid. Second, it may also include specific knowledge about a particular teaching position, or even of a particular teacher. An example of this might include specific knowledge such as, Ms. Morrison, a high-school chemistry teacher, or the position of special education teacher at Green Valley School. Relationships between the different attributes remembered about the domain are included in this representation.

Schemata are also involved in processing information. Guidelines, included in their structure, involve the following: processing information, regulating attention, and rules for encoding, retrieval, and storage of information related to the domain (Turk and Salovey 1985). There are also schemata that regulate how an individual behaves in certain situations (Turk and Salovey 1985). These schemata, called scripts, also have structures similar to other schemata.

By providing a structure for memory and thought processes, schemata enable individuals to perform many thought processes that would be otherwise cumbersome to initiate from scratch. For example, having a schema that codifies an appropriate method for job searching allows individuals to recognize and sort information quickly and efficiently, find appropriate strategies, and fill in any missing information (Turk and Salovey 1985) that would be essential to their job search.

TYPES OF SCHEMATA

A specific schema is a person's self-schema. Made up from one's personal experience, a self-schema is a structure that represents how people view themselves (Turk and Salovey 1985). Rooted in the past, it helps guide people in their future endeavour. It also can be used as a filter through which information is processed (Turk and Salovey 1985).

The problem with self-schema is that its filter-like quality can lead to distortions of reality. For example, a client, who is a lawyer, is dissatisfied with her current career. Through interest testing, she has also discovered that her interests do not coincide either with the field she is currently in or any other profession she feels is "suitable" for her talents. In this case, the client might be highly unlikely to accept or encode any new information that detracts from her notion of acceptable or appropriate work. If any new occupational information does not fit the client's notion of self (or self-schema), she will be more likely to reject the new data and keep the old.

Another specific schema subsumed under self-schema is self-efficacy. Self-efficacy is the belief that one can successfully accomplish what one sets out to do. Self-efficacy is believed to be "strengthened by four main sources of information" (Spiegler and Guevremont 1993): performance accomplishments, vicarious experience, verbal persuasion, and emotional arousal. Self-efficacy is also situation specific. Since all of the same rules of schemata apply, an interesting proposition is left. Because self-efficacy is situation specific, seemingly accomplished individuals may still have a low sense of self-efficacy in terms of their career goals. The result is that new information should be introduced in order to help strengthen their sense of self-efficacy. It should also be noted that because of the nature of schematic processes, this may be difficult at best.

ASSESSING SCHEMATIC ERRORS

Assessing cognitive structures involves assessing errors performed through schematic processing. Specifically, it is in the interest of clinicians to find out what faulty behaviours or cognitions are being maintained by the schema involved. Overall, Turk and Salovey (1985) suggest there are there are two types of schematic errors. First, strategies that are generally valid can be overutilized. Second, strategies that are logical can be underutilized. In both cases, a middle ground needs to be found.

One form of schematic processing is selective attention. In this situation, only certain features are encoded for a particular domain. For example, if when you see a dog for the first time, it jumps, barks and bites you, this information will be encoded under the schemata for a dog. Under these circumstances, it is quite possible that any dogs you see in the future will be viewed through the filter of your dog schemata. Consequently, it would be difficult to accept cues

such as cute, furry, and man's best friend (Turk and Salovey 1985). Because of the way that this information was originally encoded, your attention is used selectively. Easterbrook (1959) suggests that cues are reduced in direct proportion to the amount of affective arousal at the time of encoding. In other words, the more emotional one is, the fewer cues will be accepted into one's schemata.

Another schematic process is called confirmatory biases. This is the process of maintaining biases by retrieving only information that confirms the schema already formed (Turk and Salovey 1985). An example of this is the prototype schema. One employs a prototype schema by fitting perceived information to a schema already formed by ignoring any different details. If, for example, I meet a person who is a school guidance counsellor, any preconceptions I have about guidance counsellors will become superimposed upon any personality I might observe. This becomes even more true if the person I have met closely resembles what I'd imagine a school guidance counsellor to be.

Two additional processes are the availability and representativeness heuristics. The availability heuristic occurs when a person believes an outcome or event to be common through the number of examples that can be identified (Turk and Salovey 1985). For example, a psychologist who specializes in behaviour modification will be better able to recall instances where this therapy works, than examples when it doesn't. Also, that person might also be less inclined to listen to examples where that form of therapy is ineffective.

The representative heuristic is used in two ways. First, it is used to judge how likely a person or thing resembles a schema. Second, it is used to judge how likely it is that an outcome will occur (Turk and Salovey 1985). The more matches between the schema and an event or category, the more representative it will be. If, for example, after meeting a large, tall, muscular man, you conclude you have just met a professional football player, you would be using the representative heuristic, especially since not all large, tall, muscular men play football. While schemata are useful to both the counsellor and the individual, they interact and are sometimes regulated by higher cognitive skills. Higher cognitive skills fall under the general notion of metacognition.

Metacognition is the self-monitoring of one's own cognitive processes. In other words, it is the executive control over our thinking process. There are five classes of metacognitive processes as outlined by Brown (1978): planning the steps needed to complete a task;

monitoring how effective the steps taken are; testing the strategy as we perform it; revising the strategy if needed; evaluating the strategy for its effectiveness. Clients who are aware of these processes are better equipped in their cognitive functioning for two reasons. First, clients will be more effective in monitoring the effects that personal schemata have on their thinking process. Second, they will be more effective in monitoring the process involved in the construction of their knowledge. Helping clients become more metacognitively aware involves helping them understand the schemata they have created. After all, clients cannot oversee a process they can neither identify nor understand.

Using schemata in the assessment phase of counselling means being able to identify them. This can be accomplished by using a simple technique called cognitive mapping. Cognitive mapping is a way to show either declarative or procedural cognitive structures (or both) through a process of visual representation. For example, figure 1 shows two different cognitive maps. In diagram 1, a counsellor has mapped out a client's vocational knowledge about a professional psychologist. In this instance, the client's declarative knowledge is visually represented under various headings (professional requirements, role, working conditions, etc.) Using this map, it is very clear what the client knows about being a professional psychologist. More important, the counsellor knows what information the client needs to be aware of, if she is to have a complete picture of what that job entails.

In diagram 2, the counsellor has mapped out why the client wants to be a professional psychologist. Again, the different aspects of "why" are visually represented under various headings (status, salary, and helping people). Looking at this particular map, the counsellor can see several things. First, while the client feels he might want to be a psychologist because he enjoy helping people. Specific reasons why are not articulated. Second, the client has identified both salary and status as reasons why he wants to become a professional psychologist.

When used in conjunction with the previous map, several points are brought to light. While the client is interested in the salary of a psychologist, he is unaware of how much a psychologist actually makes. Also, while he thinks that the reason he would like to become a psychologist is that he would like to help people, he has no idea what a psychologist's role entails. In this example, the counsellor now has a good idea of the structure of both declarative information and the client's thought process. Through cognitive mapping, the counsellor now better understands her client's career planning deficits.

FIGURE 1 Cognitive maps

DIAGRAM 1

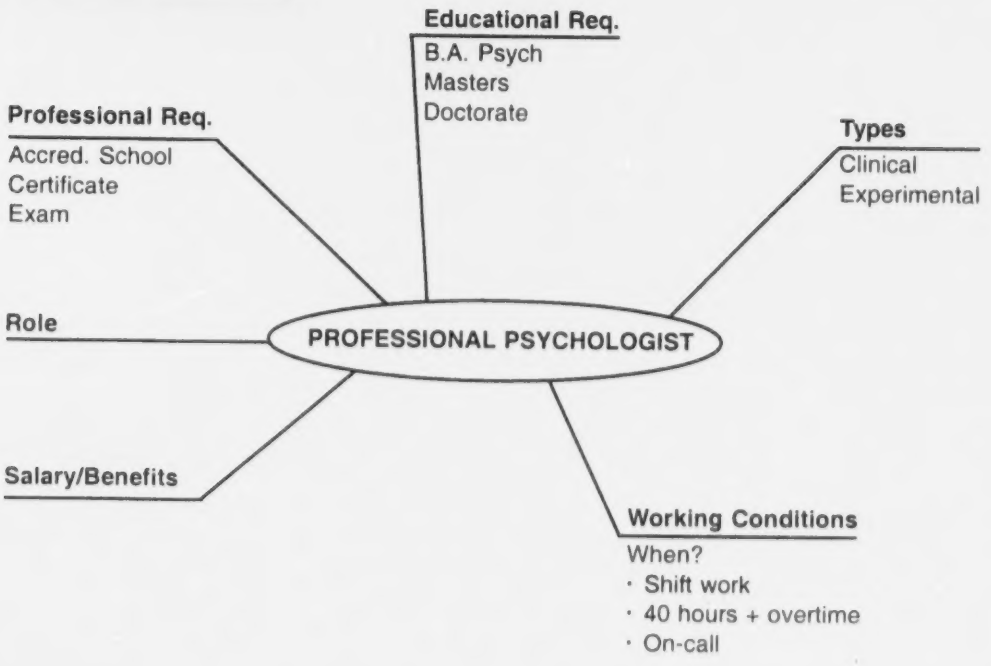
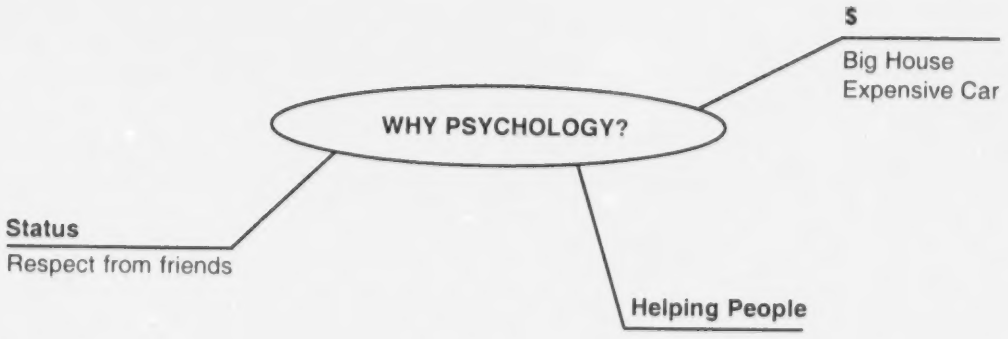


DIAGRAM 2



Cognitive structures play an important role in constructing, structuring, and processing both declarative and procedural knowledge. This means that a counsellor should not rely entirely on traditional assessments in order to evaluate clients. Instead, cognitive mapping can provide an efficient, simple way to evaluate these constructs in a manner that can complement traditional forms of assessment. Together, both traditional and cognitive assessment will give a complete picture of what he or she should do to help that client.

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Connecting prior learning assessment to career development

GEOFF S. PERUNIAK
Athabasca University
Athabasca, Alberta, Canada

DEBORAH WELCH
Human Resources Development Canada, NWT Region
Edmonton, Alberta, Canada

INTRODUCTION

It is the contention in this paper that Prior Learning Assessment can be viewed as a specialized form of career development. Prior Learning Assessment (PLA) is a process for the attainment of credentials for a career. Furthermore, career development is embedded or assumed in PLA. The impetus for this paper came from a collaborative project between Athabasca University (AU) and the federal Department of Human Resource Development Canada (HRDC). The paper will begin by briefly describing the partners, the nature of the collaboration, and the context for connecting PLA to career development. Next, the paper will situate PLA in the field of career development. The discussion will then focus specifically on the role of career development in PLA. The paper will reference the portfolio process of PLA because it is the most personally intensive for the candidate and is the most likely place for counselling or career development, of all the PLA methods. Finally, a case-study in program accreditation evaluation will be used to relate this method of PLA to career development.

CONTEXT OF COLLABORATION

HRDC had been offering in-house training courses for employment staff, in particular for employment counsellors. In many cases these courses had been developed and often taught by academics. Nevertheless, attempts to gain university credit for employees of HRDC who graduated from these courses had proven unsuccessful over the years. Athabasca University was asked by HRDC to accredit these courses toward a new certificate in career development that was being designed by the university.

Athabasca University, is an open university that operates primarily, though not exclusively, through distance education. It is mainly adult-oriented and its development has been described elsewhere (Byrne 1989; Hughes 1980). Since its beginning 25 years ago as Alberta's fourth university, AU has been dedicated to removing barriers to adult participation in education. The university has a policy of continuous enrollment and learners can enter programs at the beginning of any month. Furthermore, prospective learners can enrol in courses without the traditional entrance criteria of high school matriculation. However, they must still meet the traditional criteria for graduation. Currently AU has about 11,000 students. Carefully designed, self-instructional materials are supplemented by a network of qualified instructors who provide individualized tutorials over the telephone and via the computer.

Over the years the university has been dedicated to an extensive coordination and consolidation of credit for learners who are transferring credit into the institution from other parts of the post-secondary system across Canada. This service examines formal learning in an effort to be fair about its recognition. With the establishment of an accreditation centre this year, AU has also made a special commitment to the assessment of prior learning particularly informal learning such as that acquired on the job.

The program for the University Certificate in Career Development is intended primarily for practitioners who have some work experience in career development. The certificate builds on competence already developed through this field experience and further enhances the practitioner's effectiveness.

The University Certificate in Career Development requires a total of 30 credits, including 12 credits in the core courses as follows:

- CADE 300 Theories of Career Development (3 credits)
- CADE 301 Career Development Resources in the Changing Nature of Work (3 credits)
- CADE 400 Creating a Working Alliance (3 credits)
- PHIL 333 Professional Ethics (3 credits)

For the remaining credits students can chose from a variety of options, or transfer in credit from other universities or institutions.

Terms

In this paper the term *prior learning assessment* refers to "a process and series of tools that assist adults in reflecting upon, articulating, and demonstrating learning for the purpose of having it measured, compared to some standard, and in some way acknowledged by a credentialing body."[1] The term *career development* is used here to refer to the exploration and development of human potential by the balancing of multidimensional life roles of the whole person, in the whole of his or her environment, for the whole of his or her life. There is often a particular focus on how paid employment is affected by this balancing.

SITUATING PLA IN CAREER DEVELOPMENT

There is an extensive literature base in experiential learning and prior learning assessment, and is not the purpose of this paper to review that literature. The interested reader is referred to the list of

publications produced by the Council for the Adult and Experiential Learning (CAEL) such as Lamdin (1992) and Willingham (1977), or Sansregret (1995), Simosko (1991), or a review by Peruniak (1993). It is assumed that the reader will already be familiar with the literature of career development.

PLA and career development have different traditions, origins, and emphasis but both are ultimately concerned with the same thing, namely, development of the potential of the whole person.

PLA forms a bridge between formal learning that takes place within the boundaries of educational establishments and informal learning that takes place outside of such walls such as that acquired at work, through travel, hobbies, reading, and personal study. While PLA is often thought of as a shortcut to achieving credit, one of the main effects of the portfolio process, a method of PLA, is the self reflection and confirmation that usually results. Thus, means and ends combine in much the same way as they do in career development. PLA has its origins largely in the fields of adult education and experiential learning, while career development has been more closely identified with guidance and counselling, and vocational education. With roots firmly in adult education, PLA has a strong emphasis on self-directed learning although there is a reliance on experts for academic judgments. This is not unlike a client-directed, career-development approach that relies on expertise for the interpretation of test results. PLA is a component of career development. It has a specialized and relatively narrow focus, compared to career development, on establishing academic equivalence.

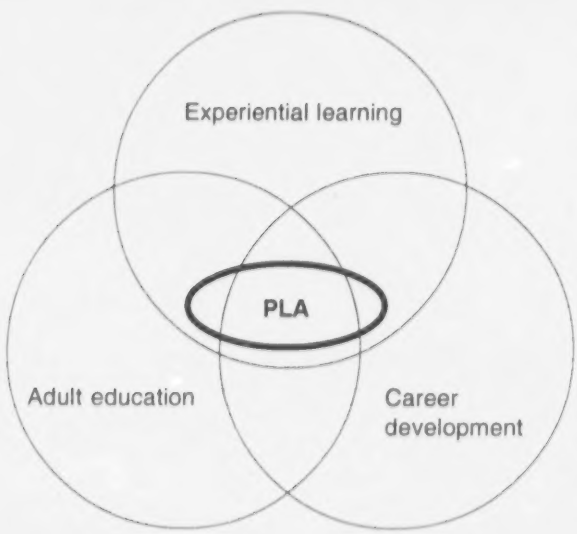
PLA has generally been built on a competence-based model, while this orientation is relatively recent in career development. It assumes a rich experience base as a starting condition, while this is not as necessary in career development. Reflection on the learning derived from life experience is emphasized in PLA, while career development often involves reflection on a set of test results. PLA has had a focus on academic integrity, while career development has had a much wider focus on many aspects of the world of work that are well beyond academia. While career development in many instances consists of coming up with a career development plan, in PLA this plan is assumed to be in place. Candidates are asked to outline such a plan but the development of such a plan is usually not part of the PLA process.

Assessment in career development is almost never concerned with informal learning as in PLA. Furthermore, career development assess-

ment has traditionally been based on norm-referenced instruments, while more subjective-descriptive evaluations are typical in PLA. Both PLA and career development focus on the development of the individual as opposed to a focus on, say, communities. In addition, both PLA and career development are underpinned by a range of models such as trait and type theories, developmental approaches, psychodynamic approaches, and social learning theory— in the case of career development—and behavioural, functional, humanistic, and constructivist models in PLA.

Figure 1 roughly situates PLA within the fields of study of adult education, experiential learning, and career development. All three fields have areas of overlap and PLA resides in the middle overlapping each of them.

FIGURE 1 **A structural relationship of Prior Learning Assessment to career development, adult education, and experiential learning**



Portfolio development

Probably the best known method of Prior Learning Assessment is Portfolio Development. Briefly, this method entails producing a set of documents that can be evaluated by academic experts to determine academic credit for learning achieved outside educational institutions. There are many variations of this process in practice, but figure 2

shows a typical sequence of events in the portfolio development method of PLA. An initial screening of candidates to determine the appropriateness of the method normally occurs very early in the process. The chronological record is the set of experiences and life events that is relevant to the credit that the candidate seeks. The personal and educational goals constitute part of the career development plan. The double arrows between the chronological record and the personal and educational goals indicate that these steps occur in tandem. The next step is to develop a description of equivalence between a learner's experience and the academic requirements. This step is at the heart of the portfolio process. Documentation or substantiation of the equivalence follows. Next, the portfolio is evaluated by one or more subject-matter experts and any awarded credit is subsequently transcripted. Once this has happened, the candidate often takes a another look at where he or she is going and this reflection is termed "reintegration" in figure 2. Note that the arrows in the left-hand margin represent key points for career development intervention in portfolio development.

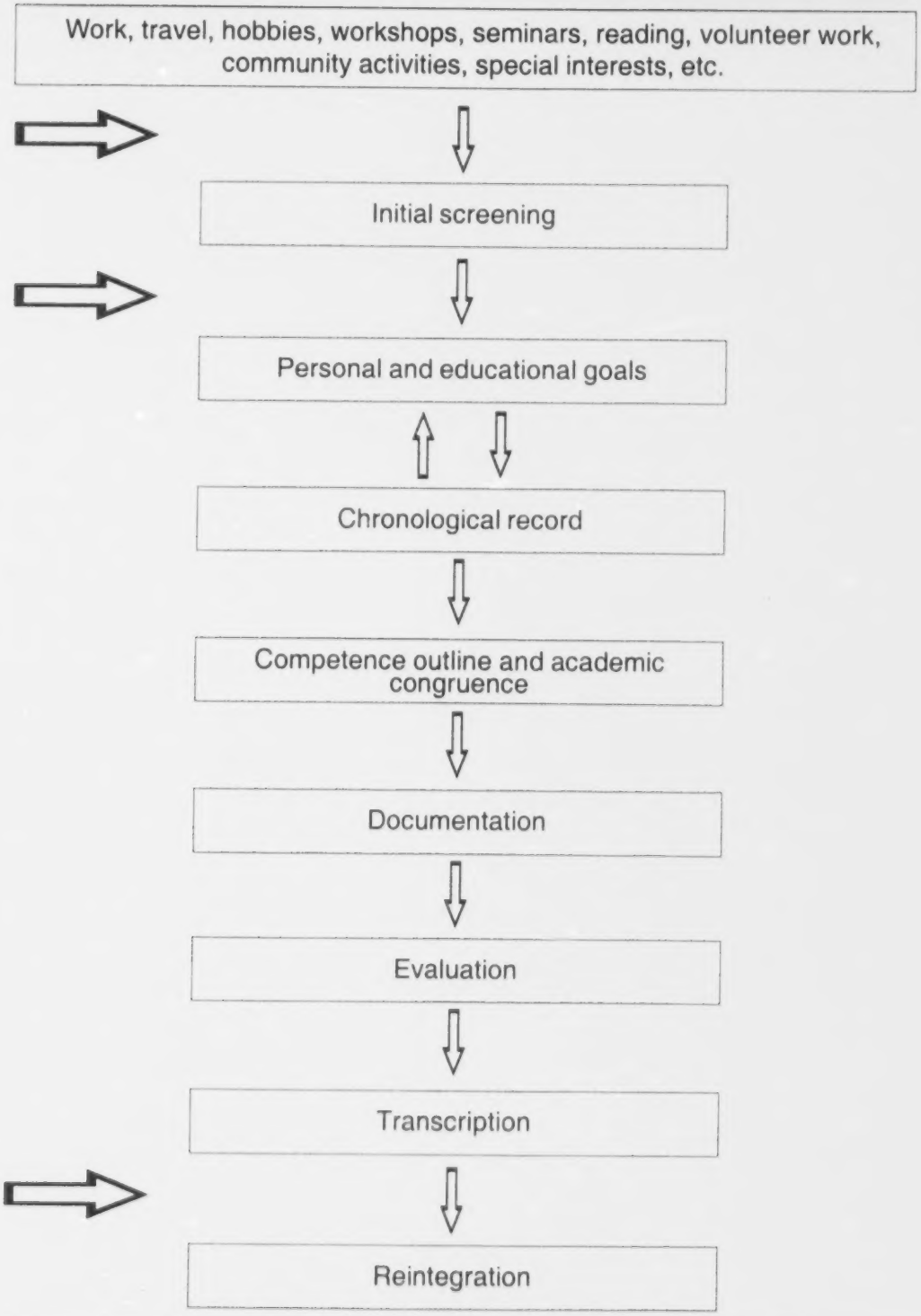
Program Accreditation Evaluation method of PLA—A case-study of HRDC's accreditation evaluation

A second method of PLA is Program Accreditation Evaluation, and the case-study described below uses this form of PLA. The Program Accreditation Evaluation method allows a non-university program to be evaluated against university standards to determine possible credit. Anyone who has successfully completed the program is then eligible for credit rather than having to apply individually as in the portfolio method. Program Accreditation Evaluation is designed to further the career development of the individuals concerned by recognizing the learning that they already possess. This process, when done appropriately, can save energy, time, and money for those seeking to further their education.

What made this model appropriate in this case? The HRDC training program to be evaluated had:

1. a standardized curriculum that ensures topics are covered to meet learning objectives;
2. a standardized, blind assessment to evaluate participant learning and skill (tapes are sent to evaluators in a region different from participant's, without name or other identifying participant information);
3. a secure record-keeping system to record participant results.

FIGURE 2 Outline of typical portfolio process



The case-study will be examined in three phases: pre-accreditation, accreditation, and post-accreditation.

Pre-accreditation preparations

The most time consuming and difficult part of the accreditation evaluation was the preparatory work. The partners had to work together on some tasks, and both HRDC and AU needed to ensure that the proper supports were in place within their respective institutions.

For HRDC this included:

(a) Gaining management support for the initiative, both regional and national. The evaluation was conducted just before the Labour Market Development Agreement transferred all employment counselling responsibilities to Alberta. The evaluation was seen as a way to assist employees to get recognition of the skills they had developed on the job that could be applied to a university certificate, or in some cases a degree.

National Headquarters (NHQ) gave permission to the regions to pursue accreditation on their own through universities in their own provinces. Alberta and New Brunswick both pursued this with success. (New Brunswick's process is quite different from Alberta's). Alberta's accreditation evaluation did require support from NHQ through the position of "Registrar"—the Evaluation Division of the Employment Staff Training Unit, and assistance in locating older training materials that had mysteriously disappeared from our files.

(b) Preparing briefing materials and collecting all course materials for the evaluation.

Preparations for AU included:

(a) Policies in place to support accreditation of non-university learning. The university was open to PLA and willing to engage in the process with HRDC.

(b) Staff willing and able to carry out the evaluation.

Joint preparations included:

(a) Developing selection criteria for Subject Matter Experts (SMEs). The criteria for certification were determined by the Advisory Council. The council comprises representatives of government departments and academic institutions, including AU. The criteria decided upon included: members of the council could not act as an SME, those people who had developed or taught

the courses could not be considered, experts should preferably have a Ph.D. and be well respected in their field. HRDC participated in the discussions but did not have final say over the choice of the experts except to identify potential SMEs who would not meet the criteria.

(b) Understanding each other's terminology and procedures. This was one of the more difficult issues that needed to be resolved. While universities tend to deal in blocks of three- and six-credit hours and rely on registrars and transcripts, these concepts are foreign to government departments. Likewise the plethora of acronyms in government were a puzzle to AU staff. Parallel terminology took time to understand: HRDC "trainers" were AU "instructors," "training manuals" were "curriculum," "participant manuals" and "handouts" were "course material"—to name but a few. During the evaluation meeting we had the AU registrar and the HRDC evaluation coordinator meet to ensure that they understood each other's terminology to ensure clarity in communication and understanding. For AU an important component was the security of records. HRDC needed to prove the security of its system.

Accreditation evaluation

The evaluation took place over three days. The Subject Matter Experts looked at the course materials, met with participants, and talked to course developers in order to render their decisions. Of the ten courses evaluated, one received no credit because its focus was considered to be too operational. Two other courses received junior credits, which are not applicable to the Certificate in Career Development but can be used for credit towards a degree program. Others received senior credits ranging from one to three. During the evaluation the AU registrar met with the HRDC evaluation coordinator to determine if HRDC procedures for keeping records secure were sufficient.

Post-accreditation follow-up

AU was responsible for preparing the final report of the evaluation, and preparing the articulation agreement with HRDC. This document detailed the credits available for HRDC courses. One of the most difficult issues to deal with after the evaluation was determining what to do with one- or two-credit blocks. Since the university recognizes only three- or six-credit blocks at the time, a way was needed to bring credits together into blocks of three. While this usually can be done, there are still some single credits that need to be dealt with. In the near future we hope that students will be able to

match these credits with one- or two-credit courses offered by other partners in the certificate.

CONCLUSION

This paper has examined relationships between PLA and career development. The authors have concluded the PLA is a specialized form of career development. In justifying this viewpoint, particular attention was paid to the PLA methods of portfolio development and program accreditation evaluation. The latter method was tested as part of a collaboration between Athabasca University and Human Resources Development Canada. In general, the goals of career development that appear on someone's career development plan help to focus and set the context for his or her PLA activities. If a person's career plan does not include academic transfer then PLA may be inappropriate altogether. Although PLA and career development have originated from different sources, both are concerned with enhancing human potential and capacity.

ENDNOTE

1 From a presentation by Brent Sargent, Community College of Vermont.

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Difficultés et besoins des jeunes en matière d'intégration au marché du travail

JEAN-GUY OUELLETTE
DIANE LORD
Faculté des sciences de l'éducation
Université de Moncton
Moncton, Nouveau-Brunswick, Canada

Cette étude a été parrainée par le Comité local du Partenariat pour la prestation de services aux jeunes du Restigouche (au Nouveau-Brunswick) avec l'appui financier du ministère du Développement des ressources humaines Canada.

INTRODUCTION

Contexte de l'étude

La mondialisation des marchés, qui a provoqué une restructuration de l'économie, ainsi que l'omniprésence des nouvelles technologies de l'information et de la communication ont chambardé la réalité traditionnelle du travail héritée de l'ère industrielle. Cette situation a pour effet de rendre de plus en plus difficiles les transitions professionnelles et les transitions études-travail d'un grand nombre de personnes, particulièrement pour les jeunes qui désirent s'intégrer au marché du travail. Dans ce contexte, l'insertion professionnelle est ainsi devenue un sujet d'intérêt pour plusieurs chercheurs. Certains d'entre eux ont même proposé des modèles théoriques visant à décrire et à expliquer la complexité de la problématique de l'insertion professionnelle (Limoges 1991) ou socioprofessionnelle (Allard et Ouellette 1995). Ces auteurs font aussi état des conséquences positives, pour l'individu et la société, d'une insertion professionnelle réussie. Par contre, la difficulté ou l'impossibilité de s'intégrer au marché du travail a des répercussions néfastes chez les individus et, par le fait même, sur la société.

Un ouvrage récent (Laflamme 1993a) qui traite des enjeux de la formation et de l'insertion professionnelle a mis en lumière plusieurs facettes de ces deux réalités. Quelques auteurs regroupés dans ce collectif (Alaluf 1993; Baby 1993; Laflamme 1993b; Tremblay 1993) dressent un bilan assez sombre des conséquences sociales, économiques et psychologiques des difficultés d'insertion professionnelle des jeunes. Pour plusieurs d'entre eux, l'insertion sociale est étroitement liée à l'insertion professionnelle, en ce sens que la dernière détermine en grande partie la première.

Dans le contexte économique actuel, où le marché du travail est de moins en moins ouvert aux jeunes, avec toutes les conséquences négatives que cela comporte, de plus en plus d'intervenants et de chercheurs s'associent dans le but de trouver des solutions aux problèmes d'insertion professionnelle rencontrés particulièrement par les jeunes. Les difficultés économiques qui prévalent dans le nord de la province du Nouveau-Brunswick ont amené le Comité local du Partenariat pour la prestation de services aux jeunes du Restigouche à commander une étude afin de connaître la situation des jeunes de ce comté (Restigouche) relativement à leur intégration au marché du travail. Ce comité regroupait des représentants de Développement des ressources humaines Canada et de quatre ministères provinciaux (Développement des ressources humaines Nouveau-Brunswick, Éducation, Santé et services communautaires ainsi que Solliciteur général).

Objectifs de l'étude

Cette étude, menée par une équipe de recherche de l'Université de Moncton, avait pour objectif principal d'examiner la perception et l'avenir des jeunes en rapport avec le travail et de décrire les difficultés et les besoins des jeunes du comté de Restigouche relativement à leur intégration au marché du travail. D'un point de vue plus spécifique, l'étude visait à connaître, auprès de plusieurs groupes de jeunes et de représentants de la communauté, les aspects suivants :

- leurs perceptions face au marché du travail et à l'avenir des jeunes en rapport avec le travail;
- les difficultés rencontrées par les jeunes dans leurs démarches pour intégrer le marché du travail;
- les besoins des jeunes qui désirent intégrer le marché du travail;
- les difficultés rencontrées par les jeunes dans leurs démarches pour obtenir le diplôme ou la formation qu'ils souhaitent;
- les besoins des jeunes qui désirent obtenir un diplôme ou une formation.

Les démarches qui ont été entreprises afin d'atteindre ces objectifs sont décrites dans la partie traitant de la méthodologie qui suit.

MÉTHODOLOGIE

Cette partie décrit brièvement la méthode utilisée, les questionnaires d'entrevue, l'échantillon, la cueillette et l'analyse des données.

Méthode utilisée

Afin de présenter avec justesse la situation des jeunes du Restigouche relativement à leur insertion sur le marché du travail, il était de mise d'opter pour une méthode de cueillette de données qui permettrait aux personnes consultées de s'exprimer librement sur ce sujet qui les touchait intimement. Dans cette optique, la méthode de l'entrevue de groupe *(focus group)* s'avérait toute désignée en tant que démarche de recherche. Cette méthode qualitative permet la cueillette d'informations axées sur les perceptions et les expériences vécues par les personnes concernées. L'entrevue de groupe est de plus en plus utilisée, entre autres, pour évaluer les besoins en vue de prendre les décisions qui s'imposent (Krueger 1988; Morgan 1988; Simard 1989).

Questionnaires d'entrevue

Deux questionnaires d'entrevue ont été développés, un à l'intention des jeunes et l'autre à l'intention des représentants des diverses

communautés du Restigouche. Les questionnaires ont été élaborés à partir des thèmes identifiés dans les objectifs déterminés au départ. Toutes les questions d'entrevue étaient ouvertes, c'est-à-dire qu'elles étaient formulées de façon à inviter les participants à élaborer librement sur le sujet abordé.

Échantillon et cueillette des données

Au départ, l'étude visait la conduite de 17 entrevues de groupe dont 14 devaient être menées auprès de jeunes du Restigouche et trois auprès de représentants des diverses communautés du même comté. Chaque groupe devait compter approximativement 8 à 10 personnes pour un total de 170 participants (140 jeunes et 30 représentants de la communauté). Afin de s'assurer d'atteindre ce nombre, de 12 à 15 personnes ont été invitées à participer à chacune des entrevues de groupe.

Suite à l'étude pilote et à la première cueillette de données, plusieurs entrevues de groupe (en particulier chez les anglophones) ne comptaient pas le nombre de participants souhaités. Des entrevues supplémentaires individuelles et de groupe ont dû être menées afin d'atteindre le nombre visé. Au total, 19 entrevues de groupe et quatre entrevues individuelles ont permis de recueillir des données auprès de 122 participants (93 jeunes et 29 représentants de la communauté). Ce chiffre représentait 72 % du nombre total recherché au départ (66 % des jeunes et 97 % des représentants de la communauté). Toutes les entrevues ont été enregistrées sur bande magnétique afin de sauvegarder la totalité des données recueillies.

Analyse des données

Dans un premier temps, chaque discussion a été écoutée à partir des enregistrements, et les propos de tous les participants ont été transcrits pour former des textes contenant les données brutes de l'étude. Par la suite, ces données ont été réparties dans des grilles conçues selon une matrice à deux dimensions (l'axe horizontal présentant les groupes de personnes interviewées et l'axe vertical, les différents thèmes ressortis lors des entrevues) pour ainsi créer des catégories de thèmes. Les résultats de l'étude proviennent donc des renseignements fournis par les personnes interrogées et sont disposés en catégories à l'aide des matrices.

RÉSULTATS SOMMAIRES DE L'ÉTUDE

Cette partie présente les principaux résultats de l'étude selon les thèmes identifiés dans les objectifs, c'est-à-dire les résultats faisant état des aspects relevés par au moins 50 % des groupes consultés.

Perception du marché du travail

Les résultats démontrent que les jeunes et les représentants de la communauté ont une perception du marché du travail plutôt négative et pessimiste. Ils considèrent que le marché du travail de leur région est en très mauvaise santé. Cette situation se traduit par un nombre limité d'emplois qui, d'une part, exigent plus d'éducation et, d'autre part, offrent de piètres conditions de travail. Certains ajoutent que le marché du travail actuel n'assure pas nécessairement un emploi malgré l'obtention d'un diplôme.

Plusieurs, surtout chez les jeunes, affirment avec beaucoup de frustration que le marché du travail est caractérisé par des pratiques d'embauche basées sur le favoritisme. Selon plusieurs personnes interrogées, les agissements d'un grand nombre d'employeurs encouragent les jeunes à déployer plus d'effort pour développer des réseaux de contacts qu'à acquérir les qualifications requises pour obtenir un emploi.

Avenir des jeunes face au marché du travail

Quant à l'avenir des jeunes face au marché du travail, les points soulevés ne sont guère plus encourageants et révèlent un sentiment d'inquiétude. Plusieurs prétendent que les jeunes devront déménager à l'extérieur de la région s'ils veulent gagner leur vie convenablement, même si bon nombre d'entre eux désirent rester. Certains jeunes et représentants de la communauté vont même jusqu'à dire qu'il est très bien vu de la population de partir de la région.

Les jeunes et les représentants de la communauté s'entendent pour dire que l'avenir des jeunes travailleurs et travailleuses sera difficile et sans espoir à moins de changements radicaux apportés le plus tôt possible à la situation précaire vécue par ceux-ci. Les jeunes se disent témoins des mises à pied fréquentes chez les adultes et considèrent leurs chances d'intégrer le marché du travail plus minces que celles de leurs aînés. Selon les personnes consultées, l'avenir des jeunes du Restigouche en rapport avec le travail se résume par l'obtention d'emplois offrant de piètres conditions de travail.

Difficultés des jeunes en matière d'emploi

Les jeunes et les représentants de la communauté n'hésitent pas à pointer du doigt la rareté des emplois et la présence d'une forte compétition sur le marché du travail comme principaux obstacles à l'emploi des jeunes. Les personnes consultées ont fait savoir que le manque d'expérience de travail est une barrière de taille pour les jeunes. Le manque d'éducation et de formation a également été mentionné comme un obstacle à l'emploi. Les jeunes et les représentants de la communauté précisent cependant que même avec l'obtention d'un diplôme, l'emploi n'est pas assuré.

Les participants (surtout les anglophones) ont aussi indiqué le manque de connaissance de la deuxième langue officielle comme une difficulté relative à l'intégration sur le marché du travail. Plusieurs jeunes anglophones prétendent que les francophones de la région sont favorisés au niveau de la langue quant à l'obtention d'un emploi. Le manque de contacts que les jeunes ont avec les personnes influentes du milieu fait également partie de la liste des barrières à leur intégration au marché du travail. Enfin, les jeunes et les représentants de la communauté reconnaissent la présence de certaines limites personnelles chez les jeunes qui font en sorte que l'intégration au marché du travail se fait difficilement.

Besoins des jeunes en matière d'emploi

Afin de surmonter les obstacles relativement à l'emploi, les personnes consultées sont d'avis que l'on devrait offrir aux jeunes plus d'occasions d'acquérir de l'expérience de travail. L'établissement de programmes d'alternance études-travail est en tête de liste comme outil visant à aider les jeunes à s'intégrer plus facilement au marché du travail.

Les jeunes et les représentants de la communauté croient aussi qu'il faut encourager et favoriser l'obtention d'un diplôme d'études secondaires ou postsecondaires chez les jeunes. Ils doivent aussi se tisser un réseau de contacts avec des personnes influentes du milieu s'ils veulent augmenter leurs chances d'entrer sur le marché du travail. Ces liens peuvent se créer par l'entremise du bénévolat par exemple.

Le développement de bonnes qualités et habiletés personnelles a aussi été soulevé comme étant un autre atout qui peut aider les jeunes à obtenir un emploi. Par ailleurs, les personnes interrogées ajoutent qu'il est primordial de diversifier le marché du travail de la région, lequel est beaucoup trop centré sur l'industrie forestière, et de

développer davantage les secteurs récréatif, culturel et touristique. Enfin, il a été dit à maintes reprises que toute la population doit collaborer afin de trouver des solutions pour aider les jeunes de la région à s'intégrer plus facilement au marché du travail.

Difficultés des jeunes en matière d'éducation et de formation

Les données recueillies ont révélé un nombre considérable de difficultés vécues par les jeunes en matière d'éducation et de formation à tous les niveaux, soit à l'école, en récupération scolaire et aux études postsecondaires. En ce qui concerne l'école, les jeunes et les représentants de la communauté ont une perception différente des difficultés vécues par les jeunes. Pour ces derniers, le manque de choix de cours à option plus tôt dans la formation semble primer. Du côté des représentants de la communauté, l'abus des drogues et de l'alcool semble être un problème assez sérieux chez certains jeunes qui fréquentent l'école secondaire. Ils ajoutent que ce problème de consommation est souvent engendré par d'autres types de difficultés d'ordre personnel, familial, social ou scolaire.

Parmi les difficultés rencontrées par les jeunes inscrits en récupération scolaire, on retrouve le manque d'accessibilité de ce programme dans la région immédiate et le manque de moyens de transport pour s'y rendre. Pour ce qui est des études postsecondaires, toutes les personnes qui ont participé aux entrevues s'entendent pour dire que la barrière la plus souvent rencontrée par les jeunes est le manque de financement et les coûts trop élevés des études. Plusieurs ajoutent que les programmes d'études postsecondaires ne sont pas assez accessibles dans la région.

Les personnes interrogées ont également identifié comme obstacle les difficultés des jeunes à s'adapter sur les plans académique et personnel, surtout chez ceux qui fréquentent les universités à l'extérieur de la région. Une autre barrière vécue par les jeunes qui désirent obtenir un diplôme d'études postsecondaires est la difficulté à faire un choix de carrière et, par le fait même, un choix de programme de formation.

Enfin, les difficultés d'apprentissage semblent être un obstacle majeur présent à tous les niveaux de formation. Les jeunes qui ont participé aux entrevues croient également que les enseignants et les professeurs ne les encouragent pas assez dans leurs études.

Besoins des jeunes en matière d'éducation et de formation

Plusieurs suggestions ont été faites par les participants en rapport avec l'obtention du diplôme d'études secondaires. Les jeunes indiquent que la présentation d'un plus grand choix de cours plus tôt dans la formation motiverait les élèves à terminer leurs études secondaires et leur permettrait de toucher des sujets d'intérêt qui contribueraient à leur planification de carrière. Les personnes consultées croient aussi que l'école doit offrir des services adéquats aux élèves ayant des problèmes personnels ou scolaires. Par ailleurs, le besoin le plus évident pour les jeunes qui tentent d'obtenir leur diplôme d'études secondaires par le biais de la récupération scolaire est l'accessibilité de ce programme dans leur région immédiate.

En ce qui a trait aux études postsecondaires, les jeunes et les représentants de la communauté préconisent un financement plus accessible et la baisse des coûts reliés à ces programmes. Ils suggèrent également que certaines formations postsecondaires soient offertes dans la région. Les personnes consultées indiquent également que les jeunes ont besoin de plus d'information concernant les divers programmes de formation postsecondaire et la réalité du marché du travail actuel. Pour ce faire, on préconise plus d'activités et de services d'orientation professionnelle plus tôt dans la formation.

Enfin, certains besoins ont été identifiés à tous les niveaux de formation. Les plus fréquemment mentionnés sont l'accessibilité à un plus grand nombre de personnes-ressources pour aider les élèves et les étudiants sur les plans académique et personnel, ainsi que le développement de meilleures habiletés interpersonnelles chez les enseignants du système scolaire et les professeurs des niveaux collégial et universitaire.

CONCLUSION

En guise de conclusion, il paraît pertinent de signaler que les jeunes et les représentants de la communauté qui ont participé à l'étude affirment qu'un bon nombre de jeunes du comté de Restigouche sont aux prises avec de sérieux problèmes d'insertion professionnelle. Ils considèrent que le marché du travail de leur région n'a pas ce qu'il faut pour permettre aux jeunes d'y accéder avec succès et que ceux-ci ne sont pas préparés à faire face aux exigences du travail tel qu'il est actuellement. Les personnes consultées préconisent, par le biais de collaborations et de partenariats entre les divers intervenants de la région, la mise sur pied d'une diversité de stratégies qui permettraient de faciliter l'intégration des jeunes au marché du travail.

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Disability in the workplace: Effective and cost-effective accommodation planning

ALAN CANTOR
Cantor + Associates
Toronto, Ontario, Canada

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INTRODUCTION

Treating people equally does not always mean treating them the same. In some situations, equal treatment for employees with disabilities may require different treatment. Human rights legislation in Canada requires employers, unions, and co-workers to accommodate the accessibility needs of people with disabilities, provided that doing so does not cause "undue hardship." Undue hardship does not mean experiencing an inconvenience. The criteria for assessing undue hardship are cost (i.e., the cost of accommodating an employee affects the financial viability of the company) and health and safety risks (i.e., the risks caused by accommodating an individual outweighs the benefits of enhancing equality).

This article examines the costs and benefits of accommodating employees with injuries and disabilities, and describes a creative and practical approach to accommodation planning. Arguing against the commonly held view that accommodations are always expensive, it will be shown that most accommodations cost little or nothing to acquire, have reasonable costs to implement, and add value to the workplace. The bottom line is that accommodating employees makes good business sense.

THE COST OF ACCOMMODATIONS

The cost of meeting the legal duty to accommodate is surprisingly low. In 1994 the Job Accommodation Network (JAN) published data demonstrating that the majority of workplace accommodations cost less than US$500.

COST (US $)	PERCENTAGE
$0–500	68%
$501–5,000	27%
$5,001 or more	5%

JAN reports the median cost of accommodating an employee is about US$250. In some companies, accommodation costs are lower. The National Council on Disability (NCD) Bulletin of April 1996 notes that the average cost to accommodate a worker at Sears, Roebuck and Company is $45.

Despite the fact that job accommodations, in general, are reasonably priced, many employers overestimate the cost, assuming that people with disabilities depend on expensive and exotic technical aids. I

met an administrator who vehemently opposed providing text-enlargement software to an employee with low vision because it would cost "at least $8000!" In reality, state-of-the-art text-enlargement software costs about Can$625, and less expensive alternatives are available. Furthermore, modern computer operating systems have basic accessibility features (including text enhancement) built in.

Many people with disabilities do benefit from high-tech adaptive devices—speech synthesizers, reading machines, speech recognition systems, modified keyboards, and the like. Expensive when first brought to the market, adaptive technologies are becoming affordable. A voice recognition system for a PC (personal computer) that cost $20,000 in the late 1980s can be bought in 1998 for $90. High-tech accessibility aids rarely require special computers. Low set-up costs are assured because any recent-vintage IBM-compatible PC or Apple Macintosh can house virtually any adaptive technology, with little or no modification.

The reasonable cost of accessibility aids is also attributable to the fact that many—perhaps most—do not involve high technology at all. Low-tech and no-tech accommodation solutions abound, and the combined cost of materials and implementation is trivial (see figure 1).

MANAGING THE COST OF ACCOMMODATIONS

As noted above, the cost of meeting one's legal duty to accommodate is usually modest. However, accommodating some individuals is expensive. Statistics from JAN indicate that 5% of accommodations cost $5,000 or more—a significant sum for a small firm. Fortunately, expenditures are controllable through such strategies as cost recovery, cost sharing, cost containment, and efficient assessment and implementation:

- Apply for a tax exemption. Most assistive devices used by persons with disabilities are GST (Goods and Services Tax) exempt. For more information, contact your local Excise/GST office, or Revenue Canada.

- Speak to your provincial Workers' Compensation Board, and the ministries of Labour, Health, and Social Services to find out what grants and subsidies are available to offset the cost of accessibility aids.

- Contact Human Resources Development Canada about wage subsidy programs to help defer the cost of on-the-job training for people with disabilities.

- Establish partnerships among benefit-providers to assist an employee with disabilities to overcome functional limitations. Find out which organizations in your jurisdiction have legislative and contractual obligations to the employee. Partners in funding may include your Ministry of Health, Vocational Rehabilitation Services, Assistive Device Programs, Workers' Compensation Board, insurance companies, and so on. Also, where appropriate, involve charitable non-profit social service and health organizations in your benefit coordination plans. Three valuable sources of information on funding are your local Human Resources and Development Canada Employment and Insurance office, the Canadian Clearing House on Disability Issues (1-800-665-9017), and the Integrated Network of Disability Information (*www.indie.ca*).

- Count an employee's accommodations as tax-deductible business expenses.

- Amortize the cost of depreciable technical aids.

- Get help when planning and implementing complex accommodations. An inadequate assessment can lead to inappropriately chosen and improperly used accessibility aids. Seek the services of knowledgeable and experienced professionals.

- Act quickly after an employee discloses a disability. Every day a person remains unaccommodated results in reduced output, wasted time, lowered staff morale, and frazzled nerves. The costs of not accommodating accumulate rapidly. One of my clients was a human resource manager with an injury. Her request for accommodation floated in bureaucratic limbo for six months, during which time she could not perform her essential job duties. The cost of the delay, as measured in lost productivity alone, was $30,000. The accommodation process, once begun, took one week and cost $2,000.

THE BENEFITS OF ACCOMMODATING

Companies that accommodate employees enjoy substantial benefits. First, accommodations save money. According to JAN, a company reduces its insurance premiums; cuts its rehabilitation expenses; avoids costs associated with hiring new workers—recruiting, inter-

FIGURE 1 Accommodation solutions

PROBLEM	SOLUTION	COST
A park ranger develops a medical condition. His hands can no longer tolerate the cold.	Purchase a pair of battery-powered, heated gloves—the kind used by hunters.	$50
A laboratory technician who is deaf cannot hear the buzz of a timer that signals the end of an experiment.	Connect an indicator light to the timer.	$30
An employee who is blind has trouble using the elevator.	Apply adhesive-backed Brailled labels to all elevator control panels.	$10
Because of repetitive strain injuries, an articling student lacks the strength to hold open books and journals.	Buy an adjustable, wire-frame book holder at an office supply store.	$7
An administrator broke her arm in a bicycle accident. While in a cast, she types with one hand. Capitalizing letters is awkward because the shift and letter keys must be pressed simultaneously.	Install a freeware "sticky-key" program to enable her to enter combination keystrokes sequentially.	$0
A factory worker's shoulder injury makes it hard to reach items on high shelves.	Reorganize the shelves so that all items that the worker regularly uses are within easy reach.	$0

Many of these examples have been adapted from *Successful Job Accommodation Strategies*. June 1996, volume 2, issue 2, p. 11.

viewing, selection, and training; and eliminates the need to settle civil litigation, human rights complaints, and union grievances.

As well as saving money, accommodations add value to the workplace. By accommodating employees a company preserves its pool of talent and experience. Accommodated employees can participate fully in the culture of the workplace and take advantage of opportunities for personal and career development—activities that benefit the company. JAN reports that nearly half (49%) of the companies surveyed said that accommodations allowed them to retain a qualified worker and increase the worker's productivity.

Accommodations are investments that facilitate business activity and boost productivity. Like desks, computers, and telephones, accommodations give a qualified person the means to succeed. An

accommodated employee is a productive employee. Long-term productivity gains can easily offset the initial cost of an accommodation.

This raises an important question: Are accommodated employees as productive as non-disabled co-workers? Research suggests that people with disabilities are more effective in their jobs than their non-disabled colleagues. Du Pont surveyed staff in 1958, 1973, 1981, and 1990. It compared employees with and without disabilities in terms of safety, attendance, and job performance. In safety, 97% of employees with disabilities were rated average or above average. In attendance, 86% were rated average or above. In performance of job duties, 90% were rated average or above.

When JAN asked companies to assign a dollar value to the savings resulting from accommodating employees, 38% reported saving between $1 and $5,000. One-third of the companies saved $5,000 to $20,000, and another one-quarter saved $20,000 to $200,000. Only 3% of companies surveyed said that there was no discernible value to the benefits gained.

SAVINGS (US $)	PERCENTAGE
$1–5,000	38%
$5,001–20,000	34%
$20,001–200,000	23%
$200,001 or more	5%

Among the companies surveyed, the median benefit value was $7,250—a benefit to cost ratio of 29:1. For every dollar a company spent to accommodate an employee, it received $29 in benefits.

An unexpected dividend from accommodating is that non-disabled employees benefit too. Accommodations are a source of improved work practices. An accommodation package usually consists of two things: better tools to do the job, and smarter ways to work. For an individual with typing injuries, for example, an $8 copy-holder that clips to the side of a computer monitor lessens the biomechanical stress of transcribing documents. Through collaborating with an accommodation consultant, the employee may discover that leaning ones' hands on a wrist-rest increases, not decreases, typing strain. When an injured worker receives appropriate equipment and good advice, co-workers are likely to notice and adopt the improved measures as well. The result is a safer, more productive workplace for everybody.

By accommodating its employees a company saves money and cultivates a competent, effective, diverse, and healthy workforce. The interests of a company are served best by retaining people with injuries and disabilities. Retaining them means knowing how to plan and implement workplace accommodations.

THE ADAPTABLE APPROACH

ADAPTABLE is a creative and practical approach to accommodation planning that enhances the productivity, comfort, and occupational safety of employees with injuries and disabilities without compromising their privacy, autonomy, or dignity.

When developing an accommodation plan, I work closely with the individual to generate as many accommodation options as possible. To spark our imaginations I present the client with twelve distinct accommodation strategies. The first letters of these strategies form the acronym *THE ADAPTABLES:*

Training and retraining, **H**uman resource strategies, **E**mployment policy changes, **A**ssistive **D**evices, **A**lternative formats, **P**ersonal support, **T**ransportation services, **A**dapted furniture, **B**uilding modifications, **L**ow-tech devices, **E**nvironmental adaptations, **S**patial reorganization.

Training and retraining
Provide educational opportunities for the employee, such as adaptive technology training.

Human resource strategies
Rewrite a job description so that non-essential duties are performed by other people. Assign part-time work. Temporarily reassign job duties.

Employment policy changes
Change a work rule. For example, create a flexible work schedule, or agree to disregard a safety rule that prevents a qualified worker with a disability from doing the job.

Alternative formats
Present print materials on cassette or computer disk, in Braille, or in large print. Provide real-time captioning at meetings, or captioned videocassettes at training sessions.

Personal support
Arrange for support services such as readers, personal care attendants, sign language, and oral interpreters.

Transportation services
Find alternative ways to bring a person to the workplace, meetings, company picnics, etc.

Adapted furniture
Modify a work station by providing adjustable office furniture such as height-adjustable desks and chairs, articulating monitor arms, keyboard trays, and other computer accessories.

Building modifications
Install wheelchair ramps, lowered elevator control panels, automatic doors, grab-bars in washrooms, high-visibility signage, and visual notification systems.

Low-tech devices
Provide book holders, magnifying glasses, tape recorders, ladders, talking calculators, easy-to-grip pens, etc.

Environmental adaptations
Install special lighting and air purifiers. Create quiet zones, and climate controlled areas.

Spatial reorganization
Rearrange the work area to accommodate an employee's special needs: place frequently used items within easy reach, clear paths in storage areas for wheelchair users.

A SEVEN-STAGE MODEL OF EMPLOYMENT ACCOMMODATION PLANNING

Employment accommodation generally progresses through seven stages:

1. Disclosure
2. Assessment/Needs identification
3. Research/Equipment trials
4. Recommendations
5. Undue hardship test
6. Implementation
7. Follow-up, review, and adjustment

Disclosure

The first stage in employment accommodation is "disclosure." The act of disclosing a disability creates the need for the accommodation.

Although it is employees' responsibility to disclose their disability, the employer is required to foster an environment that encourages disclosure. Ways to create a receptive environment include:

- Establishing policies that streamline the process of accommodating employees.
- Informing job applicants and employees that accommodations are available.
- Discussing work demands with employees, individually and in small groups.

Assessment/Needs identification

Crucial to the success of any accommodation is a thorough, on-site assessment. Elements of the assessment include:

- Meeting the employee to discuss job duties, functional abilities, and current accommodations.
- Meeting the supervisor to determine performance expectations for the employee.
- Reviewing the employee's job description.
- Assessing the employee's work habits, work station set-up, and work environment, attending to factors such as the demands of the job, the pace of work, and the culture of the workplace.

Research/Equipment trials

During this phase various accommodation options are considered. Using THE ADAPTABLE categories as a guide, collaborate with the employee to generate a list of possible accommodations. Evaluate the usefulness of special equipment, assistive devices, and work stations under actual working conditions.

Recommendations

The employer and employee agree on an accommodation plan.

Undue hardship test

Federal, provincial, and territorial Human Rights laws have established the test of undue hardship to guarantee that essential job duties are accommodated. The test of undue hardship specifies the extent to which parties are responsible for ensuring that employees are accommodated. The main criteria for assessing "undue hardship" are cost—including outside sources of funding—and health and safety factors.

Anticipation of undue hardship must never preclude accommodation planning. A company must demonstrate due diligence when accommodating an employee, and be prepared to defend decisions made on the grounds of undue hardship due to cost or risk.

Implementation

The accommodation plan is set in motion. Although management is legally responsible for providing the accommodations, implementing the plan may require the cooperation of others. For example, if the plan calls for job sharing, include the union and co-workers in the negotiations. If the plan includes computer-based assistive devices, consult systems personnel. If the plan calls for new equipment, confer with purchasing staff.

Follow-up, review, and adjustment

The last stage is regular review of the accommodations. Follow-up ensures that the employee's needs are being met and that any problems that arise out of the accommodations are addressed. Review and adjustment may lead back to the assessment stage or equipment trials. If new accommodation needs are identified, it may be necessary to revise the original plan.

CONCLUSION

THE ADAPTABLE is an effective, cost-effective, creative, and sensible approach to accommodation planning. The most important rule is to multiply accommodation options for an employee with an injury or disability. THE ADAPTABLE approach acknowledges twelve unique accommodation strategies; undoubtedly there are others. By selecting a broad spectrum of accommodations, and supporting the employee throughout the accommodation process, both the individual and the company benefit.

Initiatives nouvelles de formation en développement et en counseling de carrière

JEAN-GUY OUELLETTE
DIANE LEBRETON FORBES
Faculté des sciences de l'éducation
Université de Moncton
Moncton, Nouveau-Brunswick, Canada

INTRODUCTION

Le travail constitue une source d'épanouissement personnel pour une forte proportion des Canadiens et Canadiennes (Bujold, Fournier, Drolet et Monette 1996). Ces auteurs citent une étude canadienne, menée par Burstein, Tienhaara, Hewson et Warrander, qui faisait état de l'importance du travail dans la réalisation des objectifs de vie des Canadiens et Canadiennes.

Le monde du travail est, depuis un certain temps, marqué par des transformations majeures, ce qui provoque de l'insécurité et de l'incertitude au sein de la société. Ces transformations à la fois économiques, technologiques, sociales et culturelles font en sorte que la conception et la nature du travail sont appelées à être redéfinies et qu'un bon nombre d'individus ont à vivre des transitions professionnelles. Ainsi, tel que mentionné par Bujold et Fournier (1996), «le développement de carrière des personnes est soumis à des contraintes qui étaient dans une bonne mesure inconnues à des époques de plus grande stabilité» (p. 68). À l'instar de ces auteurs, Charette (1995) ajoute qu'étant donné que «l'emploi est toujours une nécessité pour bien des gens, son obtention est devenue un enjeu fondamental» (p. 17).

Toutes ces réalités révèlent l'importance d'offrir une formation universitaire adéquate aux intervenants et intervenantes dans le domaine du counseling de carrière, de sorte à les outiller pour répondre aux besoins de la société, d'une part, et pour aider les gens à mieux composer avec l'incertitude que présentent le marché de l'emploi et leur transition professionnelle, d'autre part. Dans le but d'atteindre ces objectifs, l'Université de Moncton a mis sur pied, à l'automne 1997, deux nouveaux programmes de formation à l'intention des francophones : Certificat de 1er cycle en développement de carrière et Diplôme d'études supérieures en counseling de carrière.

Dans le cadre de ces programmes, les personnes oeuvrant dans le domaine du développement ou du counseling de carrière sont appelées à approfondir leur savoir, leur savoir-être et leur savoir-faire selon le niveau de formation choisi. Attendue depuis longtemps en Acadie, la création de ces programmes à temps partiel fait suite à une demande explicite du ministère du Développement des ressources humaines Canada (DRHC)[1], région du Nouveau-Brunswick. Les paragraphes qui suivent exposent la raison d'être et un bref aperçu des programmes ainsi que quelques-unes de leurs particularités.

RAISON D'ÊTRE DES PROGRAMMES

Cette partie fait ressortir les faits saillants qui expliquent en quelque sorte la raison d'être de ces programmes, c'est-à-dire la pertinence de développer des programmes de formation en développement et en counseling de carrière. Pour ce faire, une attention particulière est accordée aux aspects suivants : transformations du marché du travail, réorientation des individus et insertion socioprofessionnelle, interventions en développement ou en counseling de carrière, souci d'efficacité des interventions et d'amélioration des compétences et étude de besoins.

Transformations du marché du travail

Les transformations majeures des dernières années sur le marché du travail ont chambardé la vie des individus au Canada. Ainsi que l'indiquent plusieurs auteurs (Bridges 1994; Rifkin 1996; Gagné et Lefèvre 1995; Turenne 1996), le marché du travail et de l'emploi est à ce point en mutation profonde que les notions de travail, d'emploi et de carrière doivent être abordés sous un angle vraiment différent. Cette nouvelle réalité fait en sorte qu'un très grand nombre d'individus se sentent démunis devant autant de changements et de perturbations et ils requièrent une assistance professionnelle afin de les aider à se préparer à cette nouvelle façon d'envisager leur carrière.

De plus, selon Monette et Charette (1995), les nombreuses modifications relatives au marché du travail ont fait en sorte qu'«il incombe donc aux intervenants de développer des outils qui leur permettront d'identifier précisément et rapidement les nouveaux besoins de leur clientèle, afin de favoriser une insertion professionnelle devenue de plus en plus difficile» (p.1).

Réorientation des individus et insertion socioprofessionnelle

La situation actuelle du marché du travail, telle que décrite plus haut, fait en sorte qu'il n'est pas rare que les professionnels et professionnelles en développement et en counseling de carrière aient à intervenir auprès de gens de tous âges qui ont connu ou qui connaissent des mises à pied. Selon Charette (1995), les adultes âgés entre 22 et 44 ans, qui autrefois avaient peut-être moins recours aux services d'orientation, éprouvent aujourd'hui des besoins pressants lorsqu'ils sont victimes d'un licenciement. Ils se retrouvent souvent devant

des conditions de travail appauvries, ce qui engendre chez eux des remises en question constantes relativement à leur cheminement de carrière. Charette (1995) ajoute que plus les personnes sont âgées, «plus la gravité du chômage est forte» (p. 16). Pour leur part, Bujold et Fournier (1996) mettent en lumière le fait que «les mises à pied surviennent comme des crises dont les conséquences peuvent être dévastatrices» (p.69).

À cause des transformations qu'elles peuvent connaître au travail, plusieurs personnes sont appelées à assumer de nouvelles responsabilités. Bon nombre d'entre elles vivent ces changements très péniblement et aspirent à modifier leur cheminement de carrière. D'autres individus, qui ont été absents du marché de l'emploi pour un certain temps, tentent de retrouver leur place dans le monde du travail. S'ajoutent aussi à ces différentes situations plusieurs jeunes adultes qui essaient, tant bien que mal, de s'insérer sur le marché du travail.

Les réalités identifiées ci-dessus font en sorte que beaucoup de personnes sont actuellement en processus de réorientation professionnelle, d'insertion ou de réinsertion socioprofessionnelle. Il importe donc que les intervenants et intervenantes dans le domaine du développement et du counseling de carrière soient en mesure d'oeuvrer adéquatement auprès de ces clientèles afin de les guider dans leur cheminement de carrière et de les aider à trouver leur place dans le monde du travail.

Interventions en développement ou en counseling de carrière

La Fondation canadienne d'orientation et de consultation (1993), maintenant connue sous le nom de la Fondation canadienne pour l'avancement de la carrière, estime qu'au Canada, près de 100 000 personnes oeuvrent dans le domaine du counseling de toutes sortes, dont un bon nombre interviennent en développement ou en counseling de carrière. Parmi ce dernier groupe, plusieurs ont peu ou n'ont pas de formation spécifique relativement à leur domaine de travail. Au Nouveau-Brunswick francophone, on avance un chiffre de plus de 200 personnes qui seraient actuellement dans cette situation. D'ailleurs, des rencontres d'information menées auprès du personnel des centres de ressources humaines au Nouveau-Brunswick ont permis de constater que les conseillers et conseillères d'emploi chargés d'intervenir en développement et en counseling de carrière manifestaient un intérêt marqué à l'égard de la formation universitaire. Une étude, parrainée par Développement des ressources

humaines Canada (DRHC) en 1995, confirmait également que plusieurs intervenants et intervenantes désiraient se doter d'une formation professionnelle davantage reliée à leur travail.

Pour leur part, Hiebert et Ward (1993), citant l'étude pancanadienne de Hong-Farrell (1993) menée auprès de 500 conseillers et conseillères, mentionnent que ceux-ci reconnaissent avoir un besoin de formation supplémentaire dans le domaine du counseling de carrière. Hiebert et Ward (1993) discutent aussi du besoin de développer, à l'intention des conseillers et conseillères, des programmes de formation en cours d'emploi qui mettent l'accent sur les applications pratiques ainsi que sur les diverses méthodes et approches en counseling de carrière.

Souci d'efficacité des interventions et d'amélioration des compétences

D'après l'étude de besoins menée par DRHC (1995), les différents intervenants et intervenantes ayant participé à cette recherche font état d'un certain souci d'efficacité ou encore d'un désir d'améliorer leurs compétences. De plus, DRHC reconnaît l'importance pour les conseillers et conseillères de se donner une formation en matière de counseling de carrière et d'orientation professionnelle.

Ces exigences d'efficacité proviennent de plus en plus des organisations et des employeurs, en ce sens qu'on s'attend à ce que «...tous les intervenants démontrent la valeur et l'efficacité de leurs interventions» (Monette et Charette 1995, p.1). Selon ces mêmes auteurs, «les employeurs et les gestionnaires ne peuvent plus permettre qu'argent et énergie soient investis dans des activités dont on ne peut assurer la pertinence et dont les résultats ne sont pas tangibles» (p.1).

Il importe également de mentionner que des associations professionnelles dans le domaine du développement et du counseling de carrière existent déjà et qu'elles reconnaissent certaines normes importantes relativement à l'établissement de critères de certification. Il s'agit, entre autres, de l'Association francophone des conseillers et des conseillères en orientation du Nouveau-Brunswick (AFCONB) et de la Société canadienne d'orientation et de consultation (SCOC). De plus, un groupe d'intervenants et d'intervenantes en counseling et en orientation travaille présentement à la mise sur pied d'une Association des conseillères et conseillers professionnels du Nouveau-Brunswick qui, en somme, protégerait l'acte professionnel du counseling. En d'autres mots, l'Association viserait à définir

des normes régissant la pratique du counseling professionnel, de sorte à promouvoir l'efficacité et la qualité des services offerts à la clientèle. Cette association représenterait et défendrait les intérêts de la pratique professionnelle du counseling.

Étude de besoins

En 1995, Développement des ressources humaines Canada (DRHC), région du Nouveau-Brunswick, entamait une étude intitulée «Besoins en formation des conseillers d'emploi et d'orientation et de leurs employeurs au Nouveau-Brunswick». Cette étude avait pour objet de déterminer la possibilité de développer et d'offrir un programme de formation universitaire pour les conseillers et conseillères d'emploi et de carrière.

Le rapport final (DRHC, 1995) faisait mention de plusieurs recommandations et conclusions, entre autres la conception d'un programme de formation de niveau universitaire qui serait offert à temps partiel et qui répondrait aux besoins des conseillers et conseillères des gouvernements et des organismes privés ou publics. Suite à cette recommandation, DRHC a approché l'Université de Moncton afin qu'elle mette sur pied des programmes en développement et en counseling de carrière de différents niveaux universitaires, lesquels sont décrits plus bas de façon succincte.

BREF APERÇU DES PROGRAMMES

Le certificat de 1er cycle en développement de carrière offre une formation initiale visant l'acquisition de connaissances, d'attitudes et d'habiletés d'intervention de base relativement au développement de carrière. Ce programme de formation initiale en développement de carrière veut rendre les intervenants et intervenantes aptes à offrir une assistance de base (entre autres, écoute active, identification de problèmes, information sur le marché du travail et sur les programmes de formation) aux personnes qui ont besoin d'aide par rapport à leur situation d'emploi ou de non-emploi ou encore qui s'interrogent relativement à l'évolution de leur carrière.

Ce certificat est un programme comportant 36 crédits universitaires de niveau 1er cycle. Il s'adresse particulièrement aux personnes qui détiennent un diplôme d'études secondaires ou collégiales, ou un baccalauréat ne touchant pas spécifiquement au domaine des relations humaines. En plus de posséder l'une ou l'autre de ces formations antérieures, les personnes doivent avoir oeuvré dans le

domaine du développement ou du counseling de carrière (ou dans un domaine équivalent) pendant au moins deux ans en tant que conseiller ou conseillère au sein de la fonction publique fédérale ou provinciale, ou encore au sein d'organismes parapublics, d'organismes à but non lucratif ou privés.

Le diplôme d'études supérieures en counseling de carrière, pour sa part, offre une formation initiale de 2e cycle visant l'acquisition de connaissances, d'attitudes et d'habiletés d'intervention relativement au counseling de carrière. Il a aussi pour objectif l'approfondissement des connaissances en counseling de carrière et le développement d'habiletés d'intervention plus poussées.

Ce programme vise à former des intervenants et intervenantes capables de mener un processus complet de counseling auprès des personnes qui désirent se réorienter ou qui sont aux prises avec des difficultés relativement à la recherche d'emploi, à leur transition études-travail ou travail-travail, à leur insertion socioprofessionnelle, à leur réinsertion professionnelle ou à toute autre situation reliée à leur cheminement de carrière.

Ce diplôme est principalement destiné aux intervenants et intervenantes en développement ou en counseling de carrière du secteur public fédéral et provincial, ainsi qu'aux personnes oeuvrant au sein d'organismes parapublics, d'organismes à but non lucratif ou privés. Les personnes désireuses de s'inscrire à ce diplôme doivent être titulaires d'un baccalauréat comportant une formation en relations humaines (par exemple, en psychologie, service social ou éducation) ou l'équivalent et avoir au moins deux années d'expérience reliée au développement ou au counseling de carrière. Ce programme comprend 36 crédits universitaires de niveau 2e cycle.

PARTICULARITÉS DES PROGRAMMES

Cette partie fera état de quelques particularités relatives aux programmes : population visée, thèmes communs, avantages des programmes et modalités de prestation.

Population visée

Les personnes visées par ces programmes occupent généralement l'un ou l'autre des postes suivants :

- conseiller ou conseillère en emploi,
- conseiller ou conseillère de carrière,
- conseiller ou conseillère en orientation professionnelle,

- conseiller ou conseillère en pratique privée,
- conseiller ou conseillère oeuvrant au sein de divers organismes parapublics et organismes à but non lucratif,
- gestionnaire de cas.

Thèmes communs

Les contenus inhérents aux programmes de formation comprennent les thèmes suivants, lesquels sont reconnus dans les programmes en développement et en counseling de carrière en Amérique du Nord ainsi que dans l'étude de besoins menée par DRHC (1995) :

- théories et habiletés en counseling individuel;
- évaluation et testing;
- information et ressources relatives au travail;
- développement et counseling de carrière : théorie et pratique;
- animation, travail et counseling de groupe;
- groupes spéciaux;
- practicum et internat;
- tendances nouvelles en counseling de carrière;
- éthique professionnelle.

Avantages des programmes

L'inscription à l'un ou l'autre des deux programmes pourrait avoir les avantages suivants :

- programmes menant à deux niveaux de formation universitaire reconnue : certificat de 1er cycle et diplôme de 2e cycle;
- normes universitaires de formation;
- intégration des concepts théoriques qui sous-tendent les interventions;
- reconnaissance des acquis pour des formations en cours d'emploi et des expériences antérieures;
- équivalence pour les crédits de niveau postsecondaire obtenus ailleurs;
- occasion de se perfectionner et de se donner des outils supplémentaires d'intervention;
- formation à temps partiel;
- cours à distance ou médiatisés.

Modalités de prestation

D'une durée d'environ cinq ans, les programmes de formation en développement et en counseling de carrière sont offerts à temps partiel, par le biais de l'Éducation permanente, selon diverses modalités, entre autres l'enseignement à distance (notamment la vidéoconférence) et l'enseignement face à face. Dans la prestation de tels programmes, il s'avère essentiel pour les apprenants et apprenantes d'avoir accès à un ordinateur et au réseau Internet.

NOTE

1. Ces programmes ont vu le jour grâce à un partenariat entre Développement des ressources humaines Canada (DRHC) et l'Université de Moncton. Depuis 1996, la Commission de la mise en valeur de la main-d'oeuvre du Nouveau-Brunswick agit en tant que promoteur et gestionnaire du Projet de formation universitaire en counseling de carrière avec la contribution financière de DRHC et de Développement des ressources humaines Nouveau-Brunswick (DRHNB)—depuis 1997 dans le cas de ce dernier ministère.

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Intergenerational conflict in career and life planning

NANCY ARTHUR, Ph.d.
The University of Calgary
Calgary, Alberta, Canada

INTRODUCTION

Many concerns expressed by adolescent and adult children of immigrant families are issues faced by most people in their personal and career development. What is unique about the career concerns of children from many immigrant families is the need to reconcile living biculturally with parents whose practises remain essentially monocultural (Baptiste 1990). The potential for intergenerational conflict exists between foreign-born parents and their children when the parents maintain traditional family values while their children adopt the values and lifestyles of the dominant Western culture. There is likely to be considerable variation in the concerns brought forward by clients who are experiencing intergenerational conflict about career and lifestyle decisions. However, through a general under-standing of common themes in acculturation, counsellors may be better able to explore issues of particular concern to individual family members.

Ambivalence about the immigration process

Difficulties in career development may be related to the circumstances surrounding immigration. Understanding the particular circumstances regarding immigration may help to address adjustment issues that are impediments to career decision-making. First, it is important to consider whether families migrated out of choice or whether refugee status was forced by concerns for personal safety (Bemak, Chung, and Bornemann 1996). Family members will have varying sentiments about the decision to leave their native country. When individual family members would have preferred to stay in their country of origin, there is likely to be a higher level of conflict regarding problems of adjustment in the new culture. In addition, if individual family members experience an actual or perceived loss in status in salient life arenas (e.g., peers, employment level, racism), negative sentiments easily lead to disputes between family members about the current quality of their lifestyle (Baptiste 1990).

Role conflicts

Many immigrant families come from cultures in which the roles of parents and children are highly structured and explicitly defined (Baptiste 1990). Consequently, each member of the family functions within the boundaries of clearly delineated roles. However, as a consequence of immigration, role reversals and shifting boundaries can lead to changing expectations and conflicts between family members. For example, in cultural groups where the male is typically the breadwinner, demands for economic survival may make it necessary for female members of the family to gain employment. When the roles of parents are reversed, or children take on increasing

roles traditionally assigned to adults, the potential for conflict escalates. Role reversals that alter the degree of independence/dependence between family members are often the sources of resentment.

As children typically acquire language skills at a faster rate than adults, they may be called upon to perform translation or other duties for the family in the community. Depending upon the needs of the family, children may have to alternate between assuming adult responsibilities and abruptly shifting back to the status assigned to a child's role (Baptiste 1993). Further, children of immigrant families may have pivotal responsibilities that limit their time away from the family or their choices to move to another location. At a time when families are already taxed by the demands of cultural transition, parents and children may experience considerable dissonance about the blurring of generation boundaries and shifting roles (Baptiste 1990, 1993).

Conflicting loyalties

Many of the difficult issues faced by children of immigrant parents can be captured as conflict between traditional family values and new ways of behaving found in the new culture. These loyalty binds (Baptiste 1990) emerge when attempts towards further levels of assimilation into the dominant culture are perceived by parents as a rejection of the family. What results is a division between loyalties to the "old" ways of parents and family traditions, and the "new" ways of behaving which are seen as desirable in order to be accepted by others in the new culture. Even though parental demands to maintain tradition may result from a sincere effort to keep the family together, adolescents and adults are likely to resent expectations that are perceived to interfere with their abilities to function effectively in the new culture.

Struggles for control

As children of immigrant families take on behaviour that contrasts with the traditional ways of the family, parents may interpret this behaviour as a sign that children are moving away from core family values. If adolescent and adult children exercise their desire for independent decision making, this may be viewed as disrespectful rejection of cultural norms within the family (Segal 1991). An ensuing power struggle typically results in a cycle of additional prohibitions made by the parents with children exercising independence away from the home. This behaviour reinforces parents' fears about losing control of their sons or daughters and may be the impetus for further sanctions within the family (Baptiste 1993).

Gender roles

Gender issues may be paramount for understanding intergenerational conflict. Exploring differences in expectations for male and female behaviour provides essential information about family expectations for career and life planning. For example, in some cultures the behaviour of females may be carefully monitored and restrictions on personal freedom may be more severe than on males (Grieger and Ponterotto 1995). There may also be differential expectations in the family regarding matters such as educational aspiration, allocation of funding, and obligations for care and support of other family members (Dinh, Sarason, and Sarason 1994). Without exploring gender role expectations of clients within the family, counsellors risk misunderstanding viable alternatives within cultural and family contexts.

Communication within the family

While many families in Canada may favour open or informal communication between children and parents, this should not be assumed to be a uniform practice. Relationship values may be expressed in a more autocratic form, with parents or older relatives giving advice and/or making decisions for younger family members. This type of communication tends to be one-sided with the expectation that children listen and heed decisions made by the family for them (Segal 1991). Reciprocal exchanges for discussion and negotiation may be perceived by older family members as both a challenge and threat to their authority. Standing up for oneself may be in direct violation of cultural norms for behaviour within the family.

Academic and vocational achievement

Parents who immigrated to improve life for their families may have a corresponding expectation of high achievement by their children. Without taking into account the abilities of children or their motivation for achievement, the standard of excellence may be both unreasonable and a contentious family issue. If this standard is internalized as way of proving oneself within the family, performances in school or vocational attainment that fall short of family expectations may be a source of low self-esteem or shame (Dinh et al. 1994; Nguyen and Williams 1989).

Peer relations

As immigrants enter the institutions of the local community, their exposure to the dominant culture provides alternative views to lifestyle choices beyond the immediate family unit. However, increasing interest in the opinions of teachers, new friends, and alternate ways of behaving may escalate the level of intergenerational

conflict (Baptiste 1993). In an effort to maintain the values and traditions of the family unit, contact with non-kin or members of the dominant culture may be resented. In order to maintain control, tighter boundaries may be imposed upon children's involvement with non-family members. Specific aspects of their behaviour such as dress, music, and social activities may be closely monitored or forbidden.

Marital partners

Just as peer relations may be perceived as a threat to the cohesiveness of the family's cultural heritage, the choice of marital partners may be a serious point of contention. Where dating is allowed, it may be permitted only with members of the same cultural background or social status. In order to protect their cultural identity, parents from particular ethnic backgrounds may still prefer arranged marriages. However, for children exposed to values that encourage selection of their own mates, pressure for an arranged marriage may be the source of considerable distress and conflict within the family (Segal 1991).

The paradox of acculturation

Many of the commitments and expectations voiced by immigrant families suggest a paradox that inevitably leads to intergenerational conflict (Baptiste 1993). On the one hand, the majority of families immigrate in order to provide a better life for their children. This image of a "better future" is usually accompanied by high expectations for children's achievement in education and employment. In order to demonstrate appreciation to their parents, many adolescents and adults incorporate these ideals. However, in order to be academically and vocationally successful, a corresponding high degree of acculturation is necessary (e.g., making new friends, acquiring competent English skills, practising values of the dominant culture). However, the quest for achievement through acculturation may be the most contentious issue for other family members. If it is perceived that adolescent or adult children are converting to the ways of the new culture, parents may interpret this as a rejection of the family and its values. Fear of losing children to new cultural values may precipitate conflict between generations.

SUGGESTIONS FOR COUNSELLORS

There are complex issues embedded in cultural transition and the accompanying acculturation. Career counsellors need to be aware of both the influences of their own cultural background and training on career counselling, as well as the influences of culture on the career related needs of clients. By considering acculturation as a fundamental source of intergenerational conflict, counsellors may

be in a better position to assist immigrant clients with their related career and life planning concerns.

Cultural awareness

Career counsellors need to be aware of the values that guide their assumptions about clients from ethnic minority groups. When cultural values differ between counsellors and clients, it is important for counsellors to consider what attributions they are making to their clients' behaviour. When there is no acknowledgment of how personal belief systems impact career counselling, there is danger of imposing an ethnocentric framework and judging contrasting values as deviant or in need of conformity (Arthur, in press).

While there is a risk of approaching career counselling from an ethnocentric perspective, there is also a hazard of cultural stereotyping. More than relying upon knowledge of a client's ethnic background, it is essential to explore the degree to which clients subscribe to cultural and family norms and the degree to which their needs are divergent (Grieger and Ponterotto 1995; Ibrahim, Ohnishi, and Wilson 1994).

Understanding ambivalence about career counselling

It is important for counsellors to appreciate that seeking assistance for career and life planning may be a foreign idea for persons born or raised in diverse cultures. Exploring clients' perceptions about meeting with someone outside of the family unit to discuss "personal" concerns is recommended. The family's attitudes towards seeking help may be either a barrier or opportunity for proceeding (Grieger and Ponterotto 1995). For immigrant families who have had positive experiences with community resources and who value the assistance provided by others, seeking the services of a career counsellor may be desirable. In contrast, individuals from families who hold beliefs about personal control of problems or managing them within the family may feel conflicted about seeking professional services. In the latter instance, a client may feel either weak for needing outside resources or a sense of betrayal about disclosing matters traditionally reserved for the family. Career counsellors can explore culturally acceptable practices for resolving problems and any current impediments for using usual support systems.

It is imperative that career counsellors recognize the potential conflicts raised for the person seeking counselling assistance (Leung 1995). Before proceeding with career planning, a number of issues need to be worked through: the terms of confidentiality, assurance of the legitimacy of working with a career counsellor, and assistance

to resolve feelings about going outside the family for assistance. The bottom line is that career counsellors need to be aware of the dilemmas faced by clients whose career concerns conflict with family expectations. It may be a case of "double jeopardy" for individuals to acknowledge those conflicts and to seek the help of an outsider.

Roles of the career counsellor

Just as it is important to explore clients' motives and comfort level in seeking assistance outside the family, it is equally important to negotiate the expectations of the career counselling relationship. Clients may be looking for an advisor or someone who can provide them with direction. Counselling styles that are either informal or non-directive may be in opposition to the needs of some clients. Without structure and guidance to address pressing career issues, clients may perceive career counselling as a waste of time because "it did not help." This may require career counsellors to be deliberately tailor their style of counselling and be flexible about their roles as advisor, mediator, or facilitator (Arthur, in press).

Reframing intergenerational conflict

When working with clients from immigrant families, a guiding question for counsellors is, "Where is this individual and the family in the process of cultural transition?" (Gushue and Sciarra 1995). Appreciation for differential rates of acculturation among family members of various ages may be the key to understanding their conflicts. As children typically have more opportunities for interaction in the dominant culture, their acculturation will occur at a faster rate than their parents'. Intergenerational conflict may be exacerbated through the differential rates of acculturation that occur for families in cultural transition. What appears to be intense intergenerational conflict may be better understood as family members' efforts to manage the demands of cultural transition. Through viewing intergenerational conflict as an outcome of cultural transition, family members can be encouraged to collaborate on ways to overcome differences.

Consequences of career decisions

Providing career information and resources and even exploring the client's conflicting feelings about choices may be insufficient. Given a low level of acculturation in a client's family, any decision that represents a shift in values to the new culture must be carefully reviewed in terms of both the short- and long-term consequences. While a client may wish to live a lifestyle based on a high level of acculturation, there may be severe and long-lasting consequences for going against parents' expectations. Adolescent and adult

children of immigrant families often present career and life planning issues as an "either/or" choice: either they can pursue desired personal goals and risk losing family support or abandon personal choices to maintain family harmony. A central dilemma for career and life planning pivots on how far these clients are prepared to go to preserve family traditions and values while pursuing goals and opportunities available in the new culture.

Careful consideration needs to be made about the costs of choices in the short term that may not serve clients well over time. For clients whose families hold strong beliefs about preserving traditional ways of living, career and life decisions need to be seen as more complex than issues of gaining independence from one's family (Leung 1995). Ultimately, these decisions can have profound implications for participating as a member of the family in the future.

CONCLUSION

Multicultural career development is a relatively new perspective. Career counsellors can benefit from integrating family and cultural constructs as complementary approaches to career development. Both the family and multicultural perspectives in counselling share the premise that individuals need to be understood within a larger social context (Gushue and Sciarra 1995). Theories of career development that emphasize the autonomy of the individual have tended to ignore the role of the family and parental influences on career decision-making. For many immigrants, what has been ignored is the long-standing influence of family in career and life planning during adolescence and adulthood. From this perspective, career counsellors must assess which beliefs and values are norms within the individual's family and cultural framework. For clients from immigrant families, differential rates of acculturation may explain the conflicting values that emerge during career and life decisions. Through understanding the influence of culture on clients' career concerns, counsellors may assist clients to reconcile conflicting values.

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Job search strategies for the difficult to place

FREDRICKA (FREDDIE) CHEEK
Cheek & Cristantello Career Connections
Amherst, New York, United States

HELPING DIFFICULT-TO-PLACE CANDIDATES REACH THEIR GOALS

While many job seekers find it difficult to secure jobs, this is often especially true for individuals with special barriers to employment: older adults, welfare recipients, ex-offenders, persons with disabilities (physical, mental, or emotional), the long-term unemployed, the never employed, very shy individuals, and adults with poor work experiences or references. As long as these barriers to employment are identifiable, we have the ability to assist our students or clients with methods to overcome these obstacles. Our goal must be to train our clients to be relatively self-sufficient in this process. The job search skills we teach should last through several job changes. As much as we enjoy the satisfaction of helping them attain employment, we are much more rewarded when they don't need us anymore and happily refer friends and associates. The tools and techniques required to secure a job can be taught to anyone, regardless of education, ability, economic bracket, or nationality.

We know through our collective experiences that virtually anyone who wishes to work, is able to work, and makes an effort to work, can be successfully employed. I have seen speakers of other languages with low reading and math scores and few transferable skills find and keep jobs. However, job seeking is difficult, filled with disappointment and rejection. Also, many of the people we assist are disconnected from their neighbors, family, and community. Job seeking is a lonely activity, usually performed when our support network, if we have one, is at work or school.

The first and ongoing commitment should be to entering employment. At point of entry (first contact with the client) the goal of starting a job should be identified and the message sent that all activities from here on are geared to job finding. Too often clients see this as a linear process. "First I'll complete training, then I'll get a résumé, then I'll learn interview skills, etc." Employment should be sought at any stage and job searching should be a constant activity.

Establishing a job club

One highly effective method is to create a job club or group activity where job seekers can share information and experiences. People identify many reasons they want to work, and income is not always at the top of the list. Employment enhances our self-esteem, we learn new and marketable skills, we can model appropriate and responsible behavior for our children, we often achieve a level of independence, we advance on the career ladder to future opportunities,

and we often make friends and social contacts with other adults. The job club provides mini examples of these experiences.

The job club provides a group activity for men and women who have the common goal of securing employment. Under the direction of a facilitator (career or job search counselor), the members meet regularly to learn new techniques, identify problems and solutions, and share experiences. This is an ongoing, often weekly, support group in which attendees share labor information ("I heard about a new company opening in the area") and contact information ("My neighbor works there and you can call him"), and become motivated by the successes of other members. As encouraging as our family and friends may be, the greatest understanding and insight can come from others going through the same frustrations.

Members are accountable for their attendance, confidentiality, completion of any assignments, and job search goals such as number of phone calls made, companies researched, résumés sent, and applications submitted. Rather than sit at home, alone, with no external motivation, the job seeker is out and about. The job clubs let them interact with peers, brainstorm about problems, and gain motivation by observing others' accomplishments. Several organizations also provide tangible incentives for those who meet or exceed their goals: coupons for meals or services, items donated by local vendors, or special recognition such as having their names on the Wall of Fame for all to see. Each session should have a theme and/or guest speaker to further the attendees' knowledge and success in their job search.

This is their chance to highlight their achievements, the good things that happened to them that week. When we hear of others' successes, we are encouraged to try. "I see that success is possible. If he/she can do that so can I." The emphasis is on positive behavior, not a groan and moan session. A can-do attitude is a requirement of the job-search process. If our clients are sure they will fail, then that is a self-fulfilling prophecy. If they think they can succeed, they often can make success happen. Attitude makes the difference between a confident candidate and someone who has already given up. The heights we reach is often the result of our positive approach.

Every cloud does have its silver lining if we learn and grow through our mistakes. Attendees are asked to name a problem they recently tackled and how they solved it. If there is still no resolution, then the group can suggest options. Many job seekers focus on the perceived failure(s) that brought them to this point. We must identify the successes and achievements. They may have found employment

before, they might have finished a class or course of study, or they could have helped others achieve their goals.

Forming a job developers consortium

All of these job club benefits can also apply to us, the counselors, employment specialists, and trainers. Consider establishing a job-development consortium in your area. This affords the opportunity for peers to share successful techniques, leads, and resources. We hear complaints from prospective employers that every agency and placement service in town inundates them with calls. Rather than alienate these contacts, you can designate members to be the consortium's liaison. Just as our clients need to share their experiences, we also benefit from the knowledge that we are not alone and that support exists with people going through the same process.

Identifying job seekers' strengths and skills

One of the most effective activities at the start of the job search is identification of the client's strengths and accomplishments. This will help in résumé creation, interviewing, and networking. For the individual who has never worked, we examine volunteer activities and training successes. One activity asks job seekers to state three things of which they are proud or that they do well. We give them a comprehensive list of desirable work and personal traits and ask them to check the ones that apply to them. Then they ask a loved or respected friend or family member to repeat the process on an unmarked list. Clients are often surprised at the strengths they never saw in themselves.

We ask clients to list the duties and responsibilities of each job they have held and then to identify their accomplishments. For each duty ask what was the result or benefit to the company of completing that task. If the clients say they didn't do anything special, then ask them to imagine that no one did their jobs. How much worse off would the company be? They also get credit for suggestions they made (but have not yet been implemented) and for the ways they improved customer service or harmony in the workplace.

Job-finding tools and techniques

1. The Five Star Plan

Most of us know the methods required to secure employment. My Five Star Plan integrates researching and identifying

prospective employers, networking, checking job postings, answering classified/want ads, and registering with employment agencies. For the person who has never worked or is re-entering the workforce, employment agencies afford the opportunity to sample different work experiences, enhance or update skills, make networking contacts, identify job leads, and, of course, earn pay. Volunteer work and internships provide an authentic work setting where future job seekers can enhance their self-esteem and secure references.

2. **Utilizing the telephone**
   Many job seekers have a difficult time speaking to strangers or people in authority, either in person or on the phone. If someone cannot articulate what he/she wants to do and can do, there is little likelihood that person will do it. We tend to assume that our associates, friends, neighbors, and business contacts know our strengths and goals. They do not! I ask my clients to develop a networking/phone script. This information is easily memorized and can be customized for different job categories. The script is a summary of the client's career field, credentials, experiences, skills, and what the client can offer that company.

3. **Creating a phone and networking script**
   Clients who are shy or nervous about speaking to others can rely on the script to focus their thoughts. This is also an excellent tool for following up a résumé that was sent. When the job seeker calls and just asks if there are any openings, he/she is merely securing information. That is part of the process, of course, but a more effective technique involves introducing oneself, summarizing the appropriate credentials, and asking for a meeting (interview). This often piques the interest of the employer (the squeaky wheel getting the oil) and may result in a scheduled meeting or the résumé being moved to the top of the stack.

   Besides the introductory and closing sentences, this script should be only three to five sentences long and take less than a minute to recite. For example:

   Hello, I'd like to introduce myself. My name is Jane Doe and I have over three years' experience in office administration. In addition to my diploma in secretarial science, I have recent training in Windows 95, Microsoft Word, and Excel on IBM computers. My background includes answering telephones, word processing contracts and correspondence, entering data into the

computer, and working with customers and sales representatives. I am able to increase the efficiency and effectiveness of your office while enhancing customer service. I would like to meet with you follow up the résumé I have sent and to discuss employment opportunities with your company.

If no opportunities exist at this company, the individual can add, "Based on the qualifications I have described, do you know of any other company that would benefit from my skills?" The call now becomes networking. If the job seekers first ask about employment positions and none are available, then the conversation is ended. If people first give their credentials, then they have opened the networking door. This is very effective with people who are tongue-tied when asked to speak on the spot. The script offers a well thought out message to convey.

Techniques to overcome barriers to employment

The telephone is a wonderful tool for many populations. A client doesn't need a special wardrobe to make a phone call. The prospective employer or contact can't identify age, race, economic station, or disability over the phone. Shy people who are uncomfortable with face-to-face dialogues may be more at ease on the phone. The job seeker can refer to the script and reference materials. He or she can also take notes and names of leads and future contacts. Clients should be cautioned about monopolizing the conversation, be encouraged to listen carefully, and be reminded to check whether now is an appropriate moment to talk: "Did I catch you at a bad time?"

1. Problems with references

Solutions are available for individuals with special problems. Take a person with bad references or someone who has had only one employer. Many clients do not realize that they can use former employees of the company and identify their former position on the reference sheet. If someone is reluctant to use a questionable reference, consider calling that person and informing him/her of recent successes. "I know that things didn't work out when I was at your company and I was disappointed that I didn't do a better job. I wanted you to be proud of my accomplishments and want to thank you for the things I learned under your direction and have since applied." Perhaps an old misunderstanding can be resolved. Time heals a lot of wounds. At least the job seeker will know if this reference should be avoided.

2. **No recent work experience**
   Welfare-to-work candidates (and anyone who has been out of work a long time) should be encouraged to obtain some skills training and/or internship/work experience while they are looking for work. This shows the employer that the individual is committed to returning to the workplace. The job seeker can also use the instructor or supervisor as a reference and can highlight successes and good workplace/classroom behavior (worked in a team, excellent attendance, completed all assignments on time). This will also enhance the client's self-esteem and identify additional skills to be learned.

3. **Older workers**
   Older workers have a long track record to discuss but should limit specific accomplishments to the last 10–15 years. They should focus on problems that were solved and skills they are bringing. Negativity and whining must be avoided. Don't haul out the old baggage (bad experiences) and do use positive words. Let employers know they are getting a real find—an age-advantaged worker who can hit the deck running.

4. **Physical disabilities**
   Individuals with obvious barriers need special skills in obtaining employment. The first rule is to not volunteer. If someone can do the job well, then other factors are irrelevant. If issues come up, the best method is to identify the perceived problem and explain how it is not really an obstacle. Almost every worker has had some problem somewhere in the past. The issue is not the handicap or prison sentence, but what the individual has done with or about it.

   If the client has an obvious physical disability, he/she should simply state the problem and assure the prospective employer that it will not prevent successful performance of the job. Explain: "Here's how I have succeeded. I have developed com-pensating skills. I have dealt with frustration and setbacks. I have overcome more than most people and have grown as a productive and valuable employee."

5. **Ex-offenders**
   Ex-offenders should focus on recent accomplishments. "I used this time to finish my education. I became a tutor and helped others." He/she has learned a valuable lesson. This has made him/her wiser, more focused or better prepared. Here is someone

who knows what the consequences are and has vowed to never repeat that mistake.

Developing employer relationships

While most of us focus on the job seeker, we often do not give enough attention to the employer. Building successful relationships with employers will facilitate job placement and insure more job retention. Offer prospective employers a tour of your offices and request a tour of their facility. You can then determine if any barriers exist (not on a bus route, no ramp). You will also be in a better position to prepare your clients for interviews and will possibly see other areas where your clients might fit in, as well as do a better job of matching candidate with position.

Ask employers to address the job club, place them on an employer advisory committee, or have them participate in a job fair. See if they would like to be a mentor or accept interns. Offer hiring incentives, if available, and focus on benefits to the employer. You may be able to include their other employees in on-site skills enhancement you may offer. Ask satisfied companies for testimonials or references for your services. Keep lines of communication open to address problems before they become grounds for dismissal. And try to recognize helpful employers with a certificate, letter of thanks, paragraph in the local newspaper, or at a recognition ceremony.

The keys to success in the job search include good organization, preparation, follow through, and record keeping. These apply to all stages of the job search. The more focused and coordinated the effort, the more quickly the desired outcome is reached. Whether in individual meetings or a job club, clients must set weekly productivity goals. And they must keep careful records of contacts made, résumés sent, and follow-up activities.

L'employabilité en formation professionnelle au Québec : doit-on s'en préoccuper?

MARC TARDIF
Centre de recherche sur l'éducation et le travail (CRET)
Université de Sherbrooke
Sherbrooke, Québec, Canada

PROBLÉMATIQUE

Le système d'éducation de chaque société est très intimement lié au développement et à l'évolution de celle-ci. Cette constatation est encore plus évidente lorsqu'il est question de la formation qui vise précisément une préparation spécifique à l'emploi, soit la préparation professionnelle. Au Québec, la formation professionnelle est offerte à trois niveaux dans la structure du système scolaire : au secondaire, au collégial et à l'université. Dans le cadre de cet article, il est uniquement question de la formation professionnelle au niveau secondaire.

Mais pourquoi serait-il nécessaire de s'intéresser à l'employabilité des élèves inscrits en formation professionnelle quand de nombreux programmes de formation sont conçus, dispensés et évalués pour leur offrir une préparation professionnelle adéquate au marché du travail? Entre autres parce que la littérature disponible (Commission des États généraux sur l'éducation [1995–1996] 1996; DRHC et SQDM 1996; Michel 1996) indique que ces compétences d'employabilité sont jugées essentielles par les enseignants, les syndicats et surtout les employeurs. Bien entendu, tous s'entendent pour dire que ce sont les compétences professionnelles spécifiques qui sont d'abord nécessaires pour intégrer adéquatement le marché du travail mais qu'en plus, les futurs travailleurs doivent posséder des habiletés et des attitudes de travail jugées importantes c'est-à-dire les compétences dites d'employabilité. Quoique ces opinions puissent être révélatrices d'une réalité certaine, les statistiques relatives à la situation des diplômés de la formation professionnelle sur le marché du travail sont saisissantes.

En effet, bien que la situation des finissants en formation professionnelle au secondaire au Québec se soit grandement améliorée depuis une vingtaine d'année, elle est encore aujourd'hui inquiétante. En effet, on se rappellera qu'à la fin des années 70 et au début des années 80, on observait un taux excessivement élevé de chômage des finissants de la voie de formation alors en place, le professionnel court, évalué à 50 % (Charland 1982). En 1996, le taux de chômage des diplômés en formation professionnelle ayant obtenu un diplôme d'études professionnelles (DEP), la principale voie de formation professionnelle actuelle au niveau secondaire, se situe à 27 % (Gouvernement du Québec 1997).

Ce taux très élevé de chômage chez les détenteurs d'un DEP exige une analyse sérieuse. Celle-ci peut se faire particulièrement, mais non exclusivement, de deux façons. D'abord, si un nombre si élevé de finissants en formation professionnelle se retrouvent en chômage, c'est peut-être parce que les programmes de formation offerts ne

répondent pas adéquatement aux besoins réels du marché de l'emploi. Cette optique de la pertinence des programmes, analysée selon les particularités et la responsabilité de chaque région au Québec, est actuellement étudiée dans le cadre de la réforme de l'éducation en cours au Québec. Bien que ce travail soit nécessaire et qu'il puisse aider à diminuer le taux de chômage des finissants en formation professionnelle, il faut aussi s'intéresser à la façon dont les programmes de formation sont dispensés.

Une des critiques sévères faites à l'endroit des voies de formation au début des années 80, le professionnel long et le professionnel court, était que l'enseignement des compétences professionnelles spécifiques n'était pas en lien avec les réalités du marché du travail. La formation professionnelle se faisait dans des ateliers intégrés à l'école, en vase clos, avec des instruments et une technologie trop souvent dépassés. Depuis la fin des années 80, on observe une plus grande collaboration entre les milieux scolaires et ceux du travail, par les stages particulièrement, et on remarque un grand intérêt pour les pratiques de partenariat école-travail. Mais cet angle d'analyse des programmes de formation nous amène à étudier la problème du chômage chez les finissants de la formation professionnelle d'une seconde façon. Il s'agit de s'intéresser aux exigences personnelles permettant d'intégrer plus aisément le marché du travail.

D'une manière générale, quelle que soit la formation, il est courant d'entendre dire que pour réussir à intégrer le marché du travail, on doit posséder et démontrer de bonnes attitudes de travail ou ce que d'autres appellent des compétences d'employabilité. Pour ce qui est de la formation professionnelle, divers documents (Audet 1995; Commission des États généraux sur l'éducation [1995–1996] 1996) précisent que les enseignants, les employeurs et les syndicats s'accordent à dire que ce qui est d'abord nécessaire, ce sont les compétences professionnelles spécifiques à une profession donnée. Par la suite, ils indiquent que ce sont les compétences d'employabilité qui sont le plus à développer pour assurer une insertion adéquate au marché du travail. En ce sens, Audet (1996) affirme : «plusieurs estiment que les compétences plus génériques sont devenues nécessaires pour pouvoir s'adapter constamment aux emplois et à la vie d'aujourd'hui. Des formations larges qui permettent de développer, entre autres choses, les capacités de réflexion, de communication, d'initiative et de travail en équipe sont vues comme essentielles pour affronter le marché du travail et ses changements continuels. Ces qualifications sont de plus en plus recherchées en formation professionnelle» (p. 34).

Toutefois, comme cette auteure l'indique, ce type de compétences plus génériques «renvoie d'ailleurs à des contenus plus ou moins bien circonscrits pour le moment» (Audet 1995, p. 53). Cette constatation du manque de précision quant aux contenus associés aux compétences d'employabilité est aussi soulevée dans le rapport final de la Commission des États généraux sur l'éducation (1996) et dans le mémoire du Conseil permanent de la jeunesse (1995) présenté à la Commission spéciale sur la formation professionnelle. Donc, nous observons que les compétences d'employabilité sont valorisées pour favoriser l'intégration au marché du travail mais qu'on ne sait pas exactement quelles sont ces compétences ni quels milieux ou quels intervenants devraient se charger de les développer.

Finalement, il ne faut pas perdre de vue que les analyses des programmes de formation et des contenus de formation devraient se faire dans une perspective régionale. Déjà en 1992, le Conseil supérieur de l'éducation indiquait que la formation professionnelle «ne peut non plus exister sans une conception commune du développement régional. Pour remplir ses responsabilités de soutien au système productif, la formation professionnelle doit pouvoir compter sur un projet commun de développement socio-économique, compatible avec ses propres finalités, et s'y inscrire» (p. 41). Dans ses recommandations visant l'accessibilité à la formation professionnelle, le développement de nouveaux modes de formation et le renforcement des partenariats entre le monde de l'éducation et celui du travail, le groupe de travail sur la relance de la formation professionnelle des jeunes au secondaire et de la formation technique (1995) insiste aussi sur la nécessité de tenir compte des besoins régionaux tant au niveau des plans de développement socio-économique, des populations étudiantes que des besoins des secteurs représentés.

Ainsi, en se basant sur le concept d'employabilité et en insistant sur la nécessité de procéder à une analyse dans un contexte régional, nous croyons qu'il est nécessaire de déterminer quel niveau d'importance est accordé par les employeurs et les enseignants à divers éléments d'employabilité afin que les élèves inscrits en formation professionnelle puissent intégrer adéquatement le marché du travail. De plus, puisque le seul fait de savoir ce qui est jugé important à développer concernant les éléments d'employabilité ne suffit pas à leur mise en application, nous croyons aussi nécessaire d'entreprendre un processus de réflexion et de questionnement sur les actions prises en lien avec le développement des habiletés et attitudes de travail concernées. C'est ainsi que nous envisageons de déterminer quel est le niveau de contribution de chaque milieu impliqué dans la

préparation professionnelle des élèves en lien avec chacun des éléments d'employabilité retenus.

QUELQUES PRÉCISIONS

En lien avec la position du problème que nous venons d'énoncer, il apparaît pertinent de présenter, assez brièvement, le concept d'employabilité et d'apporter quelques précisions concernant la formation professionnelle au niveau secondaire au Québec.

Il convient d'abord de préciser que l'employabilité, vue comme l'ensemble des compétences qui la composent, tend à se modifier en fonction des types de professions et des niveaux de compétences exigés (Herr 1984). Toutefois, c'est précisément au niveau des compétences qui la composent que la principale difficulté se pose. À la limite, certains auteurs utilisent ce concept sans en préciser de définition. D'autres, comme Audet (1995), présentent les compétences d'employabilité de façon distincte et les différencient des compétences dans les matières de base et des compétences professionnelles spécifiques. De plus, cette auteure ne présente que quelques exemples des attitudes et des comportements nécessaires pour s'intégrer au marché du travail.

D'un autre côté, nous relevons une définition de l'employabilité ayant une portée beaucoup plus large. Il s'agit de «l'ensemble des habiletés, attitudes et connaissances, générales et spécifiques, requises pour entrer et s'adapter au marché du travail; elles sont regroupées en quatre catégories selon qu'elles sont liées au développement de carrière de l'individu (par exemple la prise de décision, la connaissance de soi et du monde du travail, la recherche et le maintien de l'emploi, etc.), au contexte de travail (par exemple la ponctualité, de bonnes relations interpersonnelles, la connaissance des règles de l'organisation, etc.), à la formation de base (par exemple lire, écrire, compter) et aux exigences physiques, perceptuelles et motrices (par exemple la force musculaire et l'endurance, la perception des formes, la dextérité digitale et manuelle» (Dupont, Bourassa et Tardif 1993, p. 99).

Bien que nous jugeons cette dernière définition pertinente, particulièrement en ce qui a trait à la première partie, nous nous référons à Bloom (1994), du Conference Board du Canada, qui présente un profil de l'employabilité réunissant les compétences académiques (communiquer, penser, apprendre), les qualités personnelles (attitudes et comportements positifs, responsabilité et adaptabilité) et

l'esprit d'équipe (travailler avec les autres). C'est particulièrement à partir de ces catégories de l'employabilité que nous procéderons à la construction de notre outil de recherche.

Pour ce qui est de la formation professionnelle au niveau secondaire au Québec, elle se compose principalement de deux voies de formation bien établies, soit le DEP et l'ASP (attestation de spécialisation professionnelle). Comme son nom l'indique, l'ASP est une voie de spécialisation qui prend place après le DEP tandis que ce dernier est une voie de formation initiale en formation professionnelle. Pour le DEP, environ 150 programmes de formation sont offerts, regroupés en 21 secteurs d'enseignement, pour lesquels il y a des exigences d'admission. Une première façon d'y accéder est d'avoir obtenu le diplôme d'études secondaires (DES). Une autre façon d'être admis à un très grand nombre de programmes au DEP est d'avoir 16 ans et avoir obtenu les unités de quatrième secondaire en langue maternelle, en langue seconde et en mathématiques. Finalement, l'adulte âgé d'au moins 18 ans qui possède les préalables fonctionnels requis peut aussi être admis au DEP.

MÉTHODOLOGIE

La méthode privilégiée pour interroger les intervenants des milieux scolaires, soit les enseignants en formation professionnelle et les intervenants en milieu de travail, soit les responsables des stagiaires en milieu de travail, est le questionnaire fermé. Il est donc question dans cette partie de l'outil de recherche et des procédures expérimentales utilisées pour recueillir les informations auprès des répondants.

Pour bâtir le questionnaire, nous choisissons d'utiliser une échelle de type Likert à cinq niveaux. À chaque énoncé qui lui est présenté, le répondant a donc le choix entre cinq niveaux allant de «1 = Très faible» à «5 = Très grande» et ceci en fonction de ce qui est étudié, soit l'importance ou la contribution. Pour ce qui est des énoncés, nous avons recensé un très grand nombre d'habiletés, d'attitudes, de capacités, de compétences, de comportements, d'aptitudes ou autres provenant de diverses publications, principalement des ouvrages traitant de l'employabilité ou de la formation professionnelle (Bloom 1994; Michel 1996; SCANS 1995; Tardif 1993). Nous avons sélectionné les points qui nous apparaissaient les plus pertinents et une fois le questionnaire terminé, nous en avons fait l'essai auprès d'enseignants en formation professionnelle. Des rajustements ont été apportés et la forme finale du questionnaire comprend 35 énoncés (éléments d'employabilité) qui sont répétés dans deux sections : une première qui s'intéresse au niveau d'impor-

tance qu'accordent les répondants à ces énoncés afin que les élèves inscrits en formation professionnelle puissent intégrer adéquatement le marché du travail, et une seconde en lien avec le niveau de contribution du milieu dans le développement des énoncés présentés.

Concernant les procédures expérimentales, nous avons d'abord identifié dans la région de l'Estrie, au Québec, les commissions scolaires où sont offerts des programmes de formation professionnelle. Dans chaque commission scolaire, nous avons retracé aisément les enseignants en formation professionnelle et nous leur avons chacun transmis un questionnaire par l'intermédiaire de leur directeur de secteur ou de département. En tout, 176 questionnaires ont été distribués et 78 enseignants (44 %) l'ont complété et nous l'ont retourné.

Quant aux employeurs pouvant répondre au questionnaire, c'est-à-dire qui sont susceptibles de recevoir des élèves provenant de la formation professionnelle, nous avons demandé la collaboration des centres de formation professionnelle. Ceux-ci nous ont fourni, pour chaque programme qu'ils offrent, une liste des milieux de travail qui ont reçu ou qui reçoivent des stagiaires dans leur entreprise. C'est à partir de ces listes que 418 questionnaires ont été postés. De ceux-ci, plus d'une trentaine sont revenus par la poste sans avoir trouvé de destinataire ou non complétés parce que le milieu ne recevait pas de stagiaire. Finalement, 68 questionnaires dûment complétés nous ont été retournés (18 %). Certaines personnes dans les entreprises ciblées ont communiqué avec nous par téléphone pour nous indiquer qu'elles ne se sentaient pas à l'aise de répondre au questionnaire pour diverses raisons et nous croyons qu'un certain nombre d'autres personnes n'ont pas pris la peine de nous en avertir.

RÉSULTATS ESCOMPTÉS

D'abord concernant les niveaux d'importance et les niveaux de contribution recueillis auprès de l'ensemble des enseignants et des employeurs, il sera possible d'établir pour les deux groupes une moyenne pour chacun des énoncés présentés. Un classement permettra d'observer les énoncés jugés les plus importants de même que ceux jugés les moins importants et nous permettra aussi de découvrir pour quels énoncés le niveau de contribution est le plus élevé et le moins élevé.

Par la suite, il sera possible de comparer les réponses données par l'ensemble des employeurs à celles données par tous les enseignants. Idéalement, avec un plus grand nombre de répondants, ces compa-

raisons devraient se faire pour chaque programme de formation étudié puisque des différences évidentes entre certains programmes peuvent influencer les réponses des répondants. Malgré ce fait, la comparaison des réponses obtenues par les enseignants et les employeurs quant aux niveaux d'importance et de contribution nous informera sur leur position respective par rapport aux mêmes énoncés.

Finalement, pour chaque groupe de répondants étudié de façon distincte, il sera intéressant de comparer, à chaque énoncé, le niveau d'importance et le niveau de contribution. Les écarts ainsi observés pourront être mis en lien avec les observations faites chez l'autre groupe de répondants pour les mêmes énoncés. Ces informations, particulièrement celles relatives aux niveaux de contribution, serviront de base de réflexion pour analyser le rôle de chacun des groupes, enseignants et employeurs, dans le développement d'éléments d'employabilité jugés nécessaires en formation professionnelle.

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Les nouvelles technologies... L'Internet, ça va?

WES G. DAROU, D.Éd.
Agence canadienne de développement international
Hull, Québec, Canada

MARIE-HÉLÈNE DUCHAÎNE
Agence canadienne de développement international
Hull, Québec, Canada

Au cours des dernières années, la technologie de l'informatique nous a apporté de nouveaux outils qui prennent de plus en plus de place dans nos vies. Divers systèmes de communication se développent de jour en jour et nous sommes emportés dans le tourbillon des bouleversements technologiques.

Les ordinateurs peuvent devenir un ajout à notre pratique du counselling malgré nos craintes et notre circonspection à l'égard de ces machines omniprésentes. Selon Gati (1996), on peut diviser les applications en trois groupes :

1. les outils pour les conseillers (par exemple, les instruments psychométriques qu'on cote sur place par le biais de l'ordinateur, ou les sites Internet qui contiennent l'information qu'on désire);
2. les compléments, voire les substituts, pour les conseillers (Choix, Copilote);
3. les agents qui provoquent le changement et l'amélioration de nos services.

Alors, êtes-vous branché sur le Web? Avez-vous ajouté l'autoroute électronique à votre matériel technologique? Faites-vous partie des nombreux internautes qui utilisent ce nouvel outil technologique aussi régulièrement que le répondeur téléphonique, le guichet automatique ou le télécopieur? Michel Turcotte (1996), de Développement des ressources humaines Canada et chroniqueur régulier dans *Orientation Nouvelles*, mentionnait que 20 p. 100 des conseillers et conseillères naviguaient dans Internet mais trouvaient peu de chose et avaient besoin d'avoir accès à des sites plus centrés sur leurs besoins professionnels.

Par ailleurs, Moser (1997) affirme qu'Internet donne des candidats de calibre supérieur parce que les utilisateurs d'Internet ont un niveau d'éducation plus élevé, de plus grandes compétences techniques, plus de ressources et de meilleures habiletés générales en informatique. Par conséquent, les recruteurs disent que le ratio de comparaison entre le nombre de candidats qui passent une entrevue et le nombre de candidats qui obtiennent un emploi est passé de 12,1 à 8,1. D'autre part, pour 80 p. 100 des emplois qui ne sont pas annoncés dans les journaux, Internet est plus rentable puisqu'il augmente l'accessibilité de l'entreprise au-delà du bouche à oreille et des contacts.

Comment se familiariser avec ce nouveau moyen de communication dans la pratique professionnelle, comment s'y adapter et comment l'utiliser? Le présent article tente de répondre d'une manière non exhaustive à ces questions en donnant quelques conseils pratiques, des exemples de quelques applications, et un éventail des sites les plus fonctionnels.

Les outils

C'est facile d'être complètement bafoué par Internet, mais en réalité une grande partie de l'information qui se trouve dans Internet existe déjà dans les bibliothèques. L'avantage d'Internet est que l'accès est plus rapide (si l'utilisateur a la patience d'attendre devant un écran vide parfois jusqu'à cinq minutes) et que l'information est

(parfois) plus à jour. Il y a un nombre de sites ahurissant sur le counselling. Parce que les documents qui figurent sur ces sites sont souvent vulgarisés, il est important que les conseillers et conseillères se mettent à jour car ils risquent de se sentir gênés face à leurs clients qui sont plus «branchés» qu'eux.

Avertissement : *Tout ce qu'on lit dans Internet n'est pas nécessairement vrai. Le niveau de contrôle éditorial est très bas en comparaison des livres et des journaux.*

Un domaine où on trouve une mine d'informations impressionnante est le domaine de la santé. Le site de Santé Canada est un site particulièrement riche où on est assuré de la qualité de l'information; l'information est en français, ce qui est souvent un problème pour les internautes. Le site se trouve à l'adresse *http://hc-sc.gc.ca/links/healthcan/hinfo_f.htm.*

Récemment, un magazine électronique a demandé aux auteurs d'aller chercher quelques petits articles drôles sur la santé. Il suffisait de taper les mots «santé» et «drôles» dans un logiciel de recherche. Après une attente de 30 secondes, nous avons passé deux heures assez plaisantes à faire le tri de tous les renseignements recueillis (p. ex. «la recherche est une source de mortalité importante pour les rats»).

Un autre site d'une grande utilité est le Centre de ressources pour les conseillers mis sur pied par Développement des ressources humaines Canada à l'adresse *http://worksearch.gc.ca:668.*

Un domaine qui se prête bien à l'utilisation d'Internet est la sexualité. Les clients qui ont des problèmes de nature sexuelle hésitent souvent à accepter d'être référés à des sexologues et ils ont horreur d'aller chercher des documents dans des bibliothèques ou des librairies. Ils hésitent moins par contre à aller chercher l'information dans Internet. Un site particulièrement utile qui a gagné des douzaines de prix est le site Élyse à l'adresse *http:// www.unites.uqam.ca/dsexo/frprin.htm.* Un site anglais du même genre est celui de la sexologue Sue McGarvie qui a publié plusieurs livres et a une émission à la radio. On trouve ce site en tapant les mots «sexwithsue» (aucun espace) dans la boîte en haut de la page Internet. L'ordinateur fait le reste.

Avertissement : *Partout dans Internet, et particulièrement dans le domaine de la sexualité, on trouve des sites carrément malsains. Si vous êtes du genre sensible, les auteurs vous déconseillent l'exploration de ces sites; par contre, parfois en suivant des sites visités par nos clients, on peut apprendre beaucoup sur la réalité de certains d'entre eux.*

Souvent, peut-être plus souvent qu'on ne le croit, nos clients et clientes célibataires utilisent des petites annonces pour trouver un ami ou une amie de coeur. Ces clubs de rencontre existent aussi sous forme électronique dans Internet. Selon nos sources, la qualité des personnes que l'on y trouve peut être plus intéressante que dans les journaux parce qu'on sait au moins que la personne peut payer un ordinateur et qu'elle a assez de formation pour le faire fonctionner. ***Avertissement :*** *Évitez de donner dans un premier temps des renseignements qui vous identifient ou des adresses postales; l'information est très vite et très largement diffusée dans Internet.*

Les compléments

L'environnement Windows a permis de développer des logiciels comme Choix, Repères et Copilote insertion d'utilisation facile pour tout le monde et qui permettent une consultation et une aide adaptées selon les clientèles. Le logiciel Choix étant très connu, nous vous présentons les autres logiciels, utiles pour la formation et la recherche d'emploi.

Le logiciel Repères est destiné à soutenir les étudiants et les adultes dans leur choix de formation et de carrière, ainsi que les intervenants du milieu scolaire, des centres de main-d'oeuvre et du secteur privé dans leurs activités professionnelles auprès de ces personnes. Ce logiciel analyse les intérêts et les liens directs avec les programmes de formation spécifiques. Les différents modes d'accès sont simples et conviviaux. Par ailleurs, les six fichiers «Formation», «Marché du travail», «Établissements d'enseignement», «Professions», «Programme d'aide à la formation et à l'emploi», «Organismes-ressources» du système Repères sont détaillés et reliés entre eux pour assurer une recherche et une exploration efficaces. Malheureusement, Repères ne s'applique qu'au Québec.

Le logiciel Copilote insertion s'adresse à toutes les personnes à la recherche d'emploi et à leurs conseillers. C'est une aide précieuse pour identifier toutes les difficultés rencontrées dans les démarches d'intégration au marché du travail. Ce logiciel a été développé par Dominique Clavier, psychologue en milieu de travail et chercheur, qui a une très grande expérience des métiers pragmatiques comme celui de mineur (Clavier 1994).

Le client répond par vrai ou faux à 170 questions sur des situations problématiques présentes ou passées dans la recherche d'emploi. Copilote insertion identifie 20 facteurs représentatifs de la réussite

concernant l'insertion sociale et professionnelle et les regroupe en quatre domaines, soit «Qualité et pertinence du projet», «Communication», «Dynamisme» et «Difficulté», et donne un rapport-conseil illustré de graphiques, ce qui facilite la réflexion et le travail à faire seul ou avec son conseiller. Le rapport destiné au conseiller est particulièrement pratique.

Les agents de changement

En troisième lieu, Internet entraîne inévitablement des changements dans le domaine de l'orientation. Il existe un phénomène connu sous le nom de groupes de discussion (Turcotte 1997). Les groupes de discussion de même que le courrier électronique étaient les premières manifestations d'Internet au début des années 1990. Ces groupes permettent aux membres de partager leurs réflexions et leurs préoccupations avec d'autres conseillers. Ces groupes ont tendance à être à l'avant-garde parce qu'ils ne sont pas touchés par le retard des publications et qu'ils sont libres de présenter des idées même à l'état embryonnaire. C'est pour ces raisons que les auteurs croient que les groupes de discussion sont souvent à la source de certaines innovations qu'on trouvera dans le domaine de l'orientation.

Il existe un groupe d'une cinquantaine de conseillers en orientation du Québec. Pour obtenir des renseignements, vous pouvez communiquer avec Luc Bégin à l'adresse de courrier électronique *begin.luc@uquam.ca* (pas d'accents). Il y a aussi un groupe américain, l'International Counsellors Network à l'adresse *http://edge.edge.net/%7eruste/icn.html.*

On trouve également dans Internet des centres de carrière ou banques d'emplois virtuels. Ces sites sont en train de changer en profondeur le processus de recherche d'emploi, surtout dans le domaine professionnel et les domaines reliés à l'informatique. Ce processus est bien expliqué dans le site de Richard Bolles et son application est démontrée à l'adresse *http://www.washingtonpost.com.* Ce site anglais a pour guide l'auteur du livre *Chercheurs d'emploi n'oubliez pas votre parachute,* Richard Bolles (1983). Pour les chercheurs d'emploi et ceux qui veulent changer d'emploi et utiliser Internet dans leur démarche, Bolles a compilé et évalué les différents sites en fonction de l'emploi et de la carrière. Il a déterminé cinq catégories qui permettent une navigation facile.

1. **Liste d'emplois**
   Son estimation personnelle : 1 p. 100 des personnes qui cherchent

un emploi non relié aux ordinateurs trouvent un emploi, et 40 p. 100 des personnes qui cherchent un emploi dans le domaine des ordinateurs trouvent un emploi dans les sites qui annoncent des emplois.

2. **Curriculum vitæ**
   Bolles dit : «Moins de la moitié de 1 p. 100 des personnes qui cherchent un emploi non relié aux ordinateurs trouvent un emploi et 20 p. 100 dans le domaine des ordinateurs trouvent un emploi».

3. **Counselling de carrière**
   Selon Bolles, 10 p. 100 des personnes trouvent un emploi grâce à l'information qui est donnée dans ces sites. On y trouve un questionnaire-type d'entrevue qui permet au chercheur d'emploi d'ajuster si nécessaire ses objectifs de carrière, sa recherche d'emploi ou son curriculum vitæ. Des clients qui en ont reçu une copie sont satisfaits. Voici l'adresse : *http://danenet.wicip.org/jets/jet-9407-p.html.*

4. **Contacts**
   Bolles souligne que 20 p. 100 des chercheurs d'emploi trouvent un emploi avec l'aide des contacts à l'intérieur d'Internet tels les groupes de discussion. Il ajoute que les méthodes plus traditionnelles du téléphone, des lettres et des contacts personnels devraient donner suite aux contacts Internet pour être plus efficaces.

5. **Recherche d'emploi**
   Bolles encourage les chercheurs à l'autodiscipline dans leur recherche, parce que le facteur d'attraction a tendance à les faire dévier du sujet. Il est difficile de déterminer l'efficacité de la recherche dans Internet mais c'est un facteur à ne pas négliger dans la recherche d'emploi.

Nos sites préférés

Voici des sites sur l'autoroute électronique qui donnent des informations profitables et avantageuses pour le counselling de carrière.

http://www.workinfonet.ca
Un site bilingue qu'il ne faut pas manquer et qui a été le récipiendaire du prix d'excellence du Conseil du Trésor du Canada. Ce site est un partenariat canadien et se compose d'organismes de tous les ordres de gouvernement, d'organismes non gouvernementaux et sans but lucratif. Voici quelques partenaires fondateurs : le Développement des ressources humaines Canada (DRHC), le National Life/Work Center,

la Commission canadienne de développement de la main-d'oeuvre, La Fondation canadienne d'orientation et de counselling professionnels et un nombre croissant de gouvernements provinciaux.

Sa présentation logique facilite la navigation, et c'est presque du «gâteau». C'est un site facile avec beaucoup d'informations pertinentes pour les internautes débutants. Attendez-vous à y passer plusieurs heures, car on est porté à dévier facilement du sujet. Les informations défilent très vite et on est poussé à vouloir tout voir.

Emploi-Avenir : ***http://www.hrdc-drhc.gc.ca/hrdc/corp/stratpol/jobs/francais/index.html***
Ce site présente les deux volumes du même nom, où on retrouve des renseignements généraux sur 211 groupes professionnels (fonctions, employeurs, exigences, perspectives), et contient de l'information sur la conjoncture économique à laquelle sont confrontés les diplômés qui se lancent sur le marché du travail.

Club de recherche d'emploi : *http://www.cre.qc.ca*
Ce site explique le fonctionnement des clubs de recherche d'emploi qui ont pour mission d'aider les chercheurs d'emploi à trouver un emploi correspondant à leurs qualifications le plus rapidement possible. On y trouve aussi la liste des clubs par région partout au Québec et les questions les plus demandées sur les clubs.

Action-Carrière : *http://www.globalx.net/ocd/moves/index_f.html*
Ce site donne de l'information aux étudiants du secondaire sur les possibilités de carrière et leurs relations en fonction des intérêts et aptitudes. Les renseignements et les graphiques sont pertinents et donne des pistes d'orientation très intéressantes.

Conclusions

Ce texte présente différents outils qui peuvent être adaptés au counselling de carrière et à différentes clientèles. Pour les utilisateurs non familiers avec les ordinateurs, Repères (Grics 1997) et Copilote insertion (Clavier 1994) constituent un début pour s'adapter à la nouvelle technologie informatique. Ensuite, c'est en naviguant dans les sites qui ont été mentionnés que l'apprentissage de ce nouveau média se fera graduellement. Il faut être patient : parfois l'information voyage vite, parfois il y a des embouteillages, parfois cela prend plus de temps que prévu.

Les nouvelles technologies et Internet sont là pour rester et progressent à pas de géant. On ne peut plus ignorer cette nouvelle

technologie. Cependant, il faut être conscient que ce sont des outils et qu'il revient à l'utilisateur de les adapter à ses besoins professionnels. De plus, ces nouveaux outils ne régleront pas tous les problèmes du counselling de carrière.

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Les transitions professionnelles dans un contexte de précarité : recherches et solutions

GENEVIÈVE FOURNIER
CLAUDINE DELMOTTE
Centre de recherche sur le développement de carrière
Québec, Québec, Canada

La restructuration actuelle du contexte économique, avec la mondialisation des marchés et l'introduction des nouvelles technologies, provoque une raréfaction du nombre d'emplois disponibles, disqualifie bon nombre de formations et suscite la création d'autres emplois surtout liés aux services et à la maîtrise de l'information. Les nouvelles règles qui régissent les marchés économiques forcent les entreprises à adopter des conduites dites de flexibilité (Leblanc 1997; Gagnon 1996), provoquant ainsi une précarité de l'emploi (Tremblay 1994). Les projets et les cheminements professionnels des travailleurs et travailleuses sont durement touchés et l'économie s'en ressent. En effet, les prestations d'assurance- emploi dépassent annuellement les vingt (20) milliards de dollars. Les coûts en assurance sociale, en aide sociale, en rotation et dotation de personnel ont atteint pour leur part des sommets inégalés. À ces coûts s'ajoute le coût social du chômage, du sous-emploi et du mécontentement professionnel et son impact sur la personne, la famille et la collectivité.

L'adaptation au marché de l'emploi n'a jamais été aussi difficile qu'à notre époque. Statistique Canada (1997) signale qu'en 1993, la période moyenne de chômage pour les hommes était de vingt-sept semaines et de vingt-trois semaines pour les femmes. De plus, près de la moitié des 3,5 millions d'emplois créés entre 1976 et 1993 étaient à temps partiel. En 1994, l'emploi à temps partiel représentait dix-sept pour cent de l'emploi total, et une personne sur vingt occupait plus d'un emploi. Quarante-trois pour cent de ces personnes ne gagnaient pas plus de 20 000 $ par année. Cette donnée laisse comprendre que la mobilité professionnelle s'avère un processus habituel plutôt qu'une exception. De ce fait, il n'est pas étonnant d'observer des écarts considérables dans l'efficacité avec laquelle les travailleurs effectuent leurs transitions et s'adaptent aux nouveaux contextes de l'emploi.

Les situations de plus en plus diversifiées vécues par les jeunes font que le passage de la scolarité à l'emploi (ou de l'apprentissage à un emploi à plein temps) est de plus en plus un processus à long terme plutôt qu'un événement ponctuel. Nombre de facteurs sont responsables des difficultés actuelles rencontrées par ces derniers sur le marché du travail. La multiplication des formes d'emploi dites atypiques est liée à un mode d'accès à l'emploi, le plus souvent involontaire, qui enferme les personnes à statut précaire dans une succession d'emplois qui n'offrent aucune garantie de maintien en emploi, et donc aucune garantie de revenu stable. À l'instabilité d'emploi s'ajoute l'insécurité reliée aux conditions de vie et même à la survivance économique (Gauthier 1992; Gauthier et Mercier 1994; Tremblay 1994). Dans un tel contexte, il devient difficile pour les jeunes de mettre en place des projets de vie pour des périodes de temps d'une certaine longueur. Quant aux travailleurs plus expérimentés, ils sont régulièrement confrontés à des périodes d'intermittence au travail et voient tant leurs conditions d'emploi que leur qualité de vie se détériorer à un rythme effréné. Dans cette perspective, les fonctions d'organisation de l'insertion ne s'appliquent plus uniquement à des populations spécifiques (notamment les jeunes), mais seraient à considérer comme un phénomène en voie d'extension chez toutes les populations de

travailleurs (Rose 1994). Dans cette perspective également, les transitions professionnelles se multiplient, diversifiant et rendant incertains les parcours de vie au travail.

Ainsi, il est urgent de comprendre les impacts individuels et collectifs qu'engendrent de telles situations, d'identifier les cohortes les plus vulnérables à l'exclusion sociale et professionnelle. Il est également important, notamment en raison de la rareté grandissante des opportunités de participation socio-économique, de proposer des pratiques sociales d'innovation en matière d'éducation, de développement de l'employabilité et de promouvoir le développement de certains secteurs, tels que celui de l'économie sociale. L'équipe de chercheures et chercheurs du Centre de recherche sur le développement de carrière de l'Université Laval (CERDEC) a fait des transitions professionnelles l'un de ses principaux objets d'étude. Les formes que peuvent prendre les transitions de même que les angles d'études sont évidemment multiples. Les transitions peuvent être séquentielles, reliées à des séquences temporelles plus ou moins prévisibles et être associées au développement de la personne, dans la perspective du cycle de vie, ou encore aux temps sociaux. L'intégration au marché du travail et le passage à la retraite constituent des illustrations de ce type de transitions. Par ailleurs, le caractère prévisible de la transition ne la rend pas pour autant facile ou sans imprévus. Dans le contexte actuel en effet, la transition vers la retraite est souvent précipitée et celle de l'entrée sur le marché du travail s'étend généralement sur plusieurs années, affectant les nouvelles générations de travailleurs en général et certains groupes de la population en particulier. Les transitions peuvent être aussi événementielles et être associées à des événements ponctuels, imprévisibles, comme une perte d'emploi, un licenciement collectif, une réorganisation structurelle dans l'entreprise ou encore un accident de travail. Les transitions peuvent également être étudiées en rapport avec des populations spéciales comme les personnes immigrantes, handicapées ou toxicomanes, ou les usagers de services communautaires.

Au-delà des différentes approches, la transition telle que conçue généralement comporte toujours une période d'adaptation pour les individus qui la vivent. Elle nécessite souvent une révision de l'organisation de vie ainsi que du rapport à soi et aux autres et peut éventuellement entraîner un état de crise ou de rupture, notamment lorsque les individus sont amenés à reconsidérer des attitudes, des choix ou des décisions antérieures. L'étude des transitions professionnelles fait appel à plusieurs disciplines, principalement l'éducation, la psychologie et la sociologie, pour mieux saisir les contributions particulières des facteurs individuels et collectifs et des conséquences protéiformes de leur action réciproque. Elle implique également pour les chercheures et chercheurs du CERDEC une interaction entre le fondamental et l'appliqué, entre l'individuel et le collectif. Ainsi, chaque projet de recherche contient potentiellement des aspects individuels et collectifs, fondamentaux et appliqués. Le croisement de ces dimensions individuelle-collective et fondamentale-appliquée de notre champ d'études délimite quatre volets complémentaires de recherche qui permettent une couverture plus efficace et mieux concertée des résultats de recherche.

Le volet «fondamental-individuel» s'intéresse aux variables personnelles qui affectent la réussite des transitions, ainsi qu'aux stratégies d'adaptation individuelles déployées pour faire face à ces différentes transitions. Il prend en compte des variables sociodémographiques telles que le sexe, l'âge et le niveau de scolarité, ainsi que des variables individuelles telles que le sentiment d'efficacité personnelle, l'estime de soi, l'identité personnelle et sociale, le locus de contrôle, l'importance relative du rôle du travail, la dimension relationnelle dans le projet de vie et le développement vocationnel féminins, et la perspective temporelle. Enfin, ce volet met l'accent sur la compréhension des effets possibles des difficultés rencontrées lors des transitions professionnelles sur les autres aspects de la vie (famille, autonomie personnelle, qualité de vie, comportements de consommation, etc.).

Riches des résultats des recherches effectuées dans le volet «fondamental-individuel», les études qui s'inscrivent dans le volet «appliqué-individuel» concernent notamment le développement de programmes d'intervention auprès de clientèles particulières et d'outils spécifiques à l'intention des intervenantes et des intervenants qui ont à élaborer des programmes ou qui aident les individus à composer avec certaines transitions. Cette démarche d'application correspond principalement au counseling de carrière et à l'éducation psychologique.

Le volet «fondamental-collectif» comprend principalement l'étude des contextes des transitions et ce qui les détermine d'un point de vue structurel. Il s'agit cette fois d'étudier les facteurs micro et macro-sociaux, économiques, culturels et institutionnels qui conditionnent les transitions de cohortes d'individus et les rendent plus vulnérables aux difficultés de fonctionnement en emploi ou encore à la marginalisation ou à l'exclusion du marché du travail. Dans ce volet sont notamment étudiées les problématiques liées à l'emploi en ce qu'elles se rattachent à la formation professionnelle, au fonctionnement du système d'éducation, aux formes d'organisation du travail, aux stratégies de gestion des entreprises, aux appartenances sociales et culturelles, aux évolutions structurelles du marché du travail et aux politiques de l'emploi. Enfin, la compréhension des conséquences collectives et sociales de la détérioration de la situation socio-économique et des conditions de travail des personnes en emploi fait également partie des problématiques de recherche de ce volet.

Dans la mesure où les recherches permettent d'identifier les conditions structurelles et les facteurs environnementaux favorables ou défavorables à la réussite des transitions, il est possible de reconsidérer les politiques publiques et les pratiques en matière de perfectionnement professionnel, de reclassement de la main-d'oeuvre, d'accès à l'emploi, d'insertion et de réinsertion sociale par le travail. Il est également possible d'étudier les pratiques d'innovation sociale les plus prometteuses pour faire échec à la rareté de l'emploi et aux nombreuses difficultés qui affectent le marché du travail et le système d'éducation. L'étude et le développement d'entreprises d'économie sociale, de groupes d'entraide fondés sur la psychodynamique du travail, de programmes fondés sur des stratégies d'empowerment ou encore sur l'alternance école-travail, font notamment partie du volet «appliqué-collectif».

Dans les pages qui suivent on décrit les projets de recherche du CERDEC qui reçoivent l'appui d'une subvention, de même que leur pertinence pour l'intervention auprès de personnes confrontées, volontairement ou non, à une situation de transition professionnelle.

MARIE-DENYSE BOIVIN

Si les transitions personnelles et professionnelles que franchissent les individus à diverses étapes de leur vie ont souvent été perçues suivant des séquences bien établies et prévisibles, force est de constater que le marché du travail actuel confronte fréquemment l'individu à des parcours imprévisibles de désinsertion et de réinsertion professionnelles. Cette situation requestionne les chercheurs impliqués dans ces domaines de recherche. Si un recadrage est nécessaire lors d'études effectuées auprès de populations dites «normales», il appelle d'autant plus une réflexion et une reconceptualisation lorsque des projets s'adressent aux groupes ou individus fragilisés par leur problématique, tels certains toxicomanes et patients psychiatriques.

L'étude d'impact d'un programme de réinsertion socioprofessionnelle offert à des personnes toxicomanes a permis de constater comment, sans connaissances précises des facteurs affectant la réussite des parcours professionnels et scolaires antérieurs, il était difficile de cerner les facteurs de réussite d'une nouvelle démarche d'insertion. Ensuite, l'environnement de réinsertion conjugué à des facteurs personnels est apparu comme facteur facilitant ou inhibant la progression de l'individu dans sa démarche de réinsertion. De plus, il est vite devenu évident que la réussite de l'insertion socioprofessionnelle devait être redéfinie, au-delà d'un pôle binaire d'obtention ou de non-obtention d'un travail, comme un processus de maturation personnelle et professionnelle, conduisant ou non sur le marché de travail conventionnel. Enfin, dans le cadre de ce projet, il a fallu requestionner le sens étroit que l'on accorde actuellement au travail pour reconnaître toute autre forme de substitut, qui d'ailleurs se conjugue plus aisément aux formes d'insertion que peuvent emprunter les personnes dites marginales. Le projet de recherche sur l'insertion socioprofessionnelle des ex-patients psychiatriques qui s'amorce se situe dans la foulée de ces réflexions et guide le paradigme conceptuel et méthodologique du devis de l'étude.

BRUNO BOURASSA

Nous travaillons actuellement à la réalisation de deux projets de recherche subventionnés par le Fonds pour la formation de

chercheurs et l'aide à la recherche (Fonds FCAR). Ces deux projets s'intéressent de façon générale à la question du partenariat école-travail et des pratiques éducatives d'alternance travail-études visant l'insertion socioprofessionnelle de jeunes dits à risque.

Le premier de ces deux projets a d'abord pour objectif l'étude des structures partenariales école-entreprise dans le cadre du programme québécois des Cheminements particuliers visant l'insertion sociale et professionnelle des 16-18 ans présentant des difficultés importantes d'adaptation et d'apprentissage. Cette étude se préoccupe également des représentations de la notion de partenariat des intervenants des deux milieux. Nous pensons que l'étude des structures et des représentations nous permettra de mieux cerner la nature de ces pratiques pour en dégager les forces mais aussi pour proposer des voies d'amélioration.

Avec la collaboration de deux collègues de l'Université du Québec à Rimouski, nous réalisons un deuxième projet de recherche qui porte sur l'alternance travail-études et les projets d'orientation et d'insertion de jeunes qui bénéficient du nouveau programme secondaire de formation aux métiers semi-spécialisés (FMSS). Cette formation d'un an mise sur le partenariat et l'alternance travail-études pour favoriser l'apprentissage d'un métier et l'obtention d'un emploi. Nous voulons plus spécifiquement étudier les modalités organisationnelles et pédagogiques de ces pratiques d'alternance dans différentes commissions scolaires de Québec et des environs. Nous désirons aussi identifier la place qu'on accorde au projet d'orientation et d'insertion des jeunes, décrocheurs ou potentiellement décrocheurs, qui profitent de ce dispositif.

Nos recherches s'intéressent donc au problème de transition et d'insertion de ces jeunes. Elles se situent plus particulièrement dans les volets «fondamental-collectif» et «appliqué-collectif» des champs d'études privilégiés par le CERDEC.

YVAN COMEAU

Membre régulier du CERDEC depuis 1995, Yvan Comeau est également associé à une équipe interuniversitaire de recherche, le Collectif de recherche sur les innovations sociales dans les entreprises et les syndicats (CRISES). Sociologue de formation, il s'inscrit dans l'axe «fondamental-collectif» du CERDEC. Ses recherches subventionnées portent sur les transitions professionnelles en fonction des conjonctures économiques et sur les dispositifs

organisationnels et institutionnels de l'insertion professionnelle. Ainsi, un projet de recherche en cours concerne les trajectoires socio-professionnelles de personnes sous-scolarisées en fonction des conjonctures économiques. Un autre projet s'intéresse aux entreprises de la région de Québec appartenant à l'économie sociale (coopératives, entreprises d'insertion, organismes communautaires et corporation de développement économique communautaire). Une dernière recherche, en collaboration avec trois chercheurs du CERDEC, Bruno Bourassa, Chantal Leclerc et Marie-France Maranda, a pour objet la mobilisation des personnes sans emploi en faveur du développement économique communautaire dans les quartiers centraux de Québec.

GENEVIÈVE FOURNIER

Le projet de recherche principal, subventionné par le Conseil de recherches en sciences humaines du Canada (CRSH) s'inscrit dans le volet «fondamental-individuel» des axes de recherche du CERDEC. Il fait suite à deux recherches, l'une auprès de jeunes en difficulté et ayant conduit à l'élaboration du programme «Interagir» et l'autre, entreprise en 1993, portant sur la transition études-travail de jeunes diplômés des secteurs secondaire professionnel, collégial technique et universitaire. Le but général ici est de mieux comprendre l'adaptation professionnelle de ces jeunes diplômés qui en sont à une étape d'établissement sur le marché du travail, étape qui s'étend maintenant sur quelques années après l'obtention du diplôme et au cours de laquelle l'individu doit chercher à consolider sa place dans le monde du travail. Plus précisément, la présente étude comprend trois volets. Le premier est exploratoire. Dans ce volet, il s'agit d'étudier les effets perçus du contexte et de la précarité d'emploi chez des sujets récemment diplômés et d'observer les différentes stratégies d'adaptation au marché du travail utilisées par ces jeunes adultes. Qui s'en sort et comment? Quel impact cette adaptation au marché du travail a-t-elle sur la vie personnelle et le bien-être psychologique du jeune adulte? Comment certains individus, même diplômés, en arrivent-t-ils, à toutes fins pratiques, à l'exclusion sociale? Le deuxième volet poursuit l'étude entreprise depuis deux ans portant sur l'évolution du locus de contrôle vocationnel. Plus précisément, il s'agit de comprendre, sur une période de quatre ans, comment se modifient les représentations des sujets en regard de la place et du sens qu'ils accordent au travail, des grandes institutions sociales de même qu'en regard de leurs possibilités d'actions et d'interactions sur le marché du travail. Enfin, le troisième volet de recherche consiste à vérifier les liens empiriques existant entre certaines variables personnelles,

nommément le locus de contrôle, le sentiment d'efficacité personnelle et l'accroissement de l'identité personnelle et sociale versus la satisfaction éprouvée sur le marché du travail.

YANN LE BOSSÉ

L'idée que le développement personnel et collectif des individus est lié à l'exercice d'une plus grande maîtrise sur leur destinée fonde la démarche d'intervention visant le renforcement du *pouvoir d'agir* (empowerment). C'est une perspective transactionnelle (Altman et Rogoff 1987) qui implique aussi qu'on considère le produit de l'interaction en terme de disponibilité et de répartition des ressources nécessaires à l'action, notamment la capacité des personnes à disposer des ressources nécessaires à la réalisation du projet qu'elles priorisent. Dans le contexte des transitions professionnelles, ce projet est constitué par la participation socioprofessionnelle (par opposition à l'exclusion socioprofessionnelle). La recherche que nous menons actuellement concerne l'intervention fondée sur le renforcement du *pouvoir d'agir* et vise à évaluer l'influence d'un programme communautaire fondé sur ce concept. On s'interrogera notamment sur les mécanismes psychosociaux impliqués dans les processus de réinsertion et sur les conditions matérielles, psychologiques et sociales à privilégier pour favoriser le passage de l'exclusion socioprofessionnelle à la participation socioprofessionnelle.

L'analyse des transitions professionnelles sous l'angle du renforcement du pouvoir d'agir touche au volet fondamental des axes de recherche du CERDEC, et l'analyse sous l'angle de la disponibilité des ressources touche, quant à elle, au volet appliqué.

MARCEL MONETTE

Dans la perspective d'une exploration empirique de la transition école-travail, nous avons élaboré un modèle qui stipule que ni les variables individuelles, ni les variables environnementales à elles seules ne peuvent rendre compte des véritables enjeux de cette transition et de l'adaptation socioprofessionnelle des individus. C'est plutôt l'interaction entre ces variables qui détermine l'ensemble du processus d'insertion et d'adaptation socioprofessionnelle .

La subjectivité représente une dimension dynamique fondamentale de notre modèle. Les individus orientent leur parcours professionnel en fonction non seulement de ce qu'ils sont, mais aussi en fonction des perceptions qu'ils ont d'eux-mêmes, en fonction de l'évaluation qu'ils font des exigences reliées à la transition et des possibilités

qui leur sont offertes par le milieu. En contrepartie, l'environnement possède ses propres caractéristiques et ses propres constructions perceptuelles.

Trois groupes scolaires, secondaire, collégial et universitaire, ont été évalués à trois temps importants de la transition études-travail. La première phase de l'étude s'est surtout concentrée sur des variables reliées à l'individu :

- ce qu'il est (satisfaction face à la vie, locus de contrôle, maturité vocationnelle, désir d'accomplissement, persévérance, hédonisme);
- ce qu'il perçoit (lui-même, la transition, le support social et le travail);
- ce qu'il fait (stratégies d'insertion, projets personnels et professionnels).

Il s'agit de voir, par la suite, comment ces différentes variables prédisent le niveau de stress de l'individu et son intégration sur le marché du travail dans le contexte socio-économique actuel. Des données qualitatives nous aident à mieux comprendre le vécu des finissants lors de la transition études-travail, la façon dont ils anticipent leur insertion socioprofessionnelle et les stratégies qu'ils privilégient pour se trouver un emploi.

DANIELLE RIVERIN-SIMARD

Les travaux de recherche de Riverin-Simard s'intéressent depuis quelques années au développement de carrière des adultes selon des variables classiques : il y a l'âge (1984), intégrant la classe sociale d'appartenance (1990) et le type de personnalité (1993; 1996). Ces résultats, basés sur un processus très relatif de continuité professionnelle (les adultes étudiés vivent plusieurs transitions mais sur un fond de continuité) l'ont amenée à s'interroger sur un phénomène plutôt inverse et presque généralisé en ces débuts du XXI^{e} siècle : la discontinuité professionnelle (les adultes étudiés vivent des transitions très nombreuses et sur un fond de ruptures permanentes). Cette recherche, se situant plus particulièrement dans le volet «fondamental-individuel» du CERDEC, s'intéresse ainsi au vécu professionnel des adultes de divers âges aux prises avec la discontinuité professionnelle. Y a-t-il des aspects développementaux et antidéveloppementaux rattachés à ce phénomène? Si oui, quels sont-ils? Diffèrent-ils de ceux reliés à une relative continuité professionnelle? Sous quelles conditions apparaissent-ils? Quel est le poids des variables : sexe, statut socio-économique et mode de discontinuité professionnelle?

ARMELLE SPAIN

Depuis quelques décennies, la nature de la contribution des femmes à la société s'est profondément modifiée, notamment leur participation accrue au marché du travail. Cependant, leur parcours professionnel, à cause des ruptures et discontinuités, est encore souvent perçu comme marginal, voire même déviant lorsqu'on se réfère au modèle dominant. On sait par ailleurs que le développement professionnel d'une personne se fonde sur l'évolution de son identité. Or un courant de pensée récent montre que l'identité des femmes, leur développement moral et leur façon d'apprendre sont marqués davantage par l'attachement. Nos propres travaux (Armelle Spain et Lucille Bédard) dans le volet fondamental précisent que la dimension relationnelle joue un rôle motivateur, orienteur et intégrateur dans le développement professionnel des femmes, et ont permis de créer, dans le volet appliqué, un programme d'intervention en counseling de carrière pour jeunes femmes : «Devenir».

Notre projet actuel s'inscrit dans le prolongement de recherches antérieures effectuées par notre équipe auprès de femmes de 16 à 45 ans, dont le but est de tracer leur cheminement professionnel et de comprendre leur expérience au travail sous l'angle justement de la dimension relationnelle. Une recherche exploratoire de type descriptif, comportant des entrevues soumises à une analyse qualitative, est présentement menée auprès de Québécoises de 45 à 65 ans. Dans un contexte de rareté des emplois et de raccourcissement forcé de «l'espérance de vie au travail», leur témoignage tente de cerner les enjeux et les défis de leur trajectoire professionnelle à travers les transitions vécues, et laisse entrevoir leurs projets de vie.

CLAUDE TROTTIER

L'objectif général du projet est d'analyser le processus et les stratégies d'insertion professionnelle des titulaires d'une maîtrise ou d'un doctorat. Cette problématique revêt une importance capitale du point de vue de la gestion des ressources humaines et de l'utilisation judicieuse de la main-d'oeuvre hautement qualifiée dans le contexte de la mondialisation de l'économie et de la compétition internationale. Même si les titulaires d'une maîtrise ou d'un doctorat jouissent d'un avantage relatif par rapport aux autres niveaux et cycles d'enseignement sur le marché du travail, une proportion élevée d'entre eux doivent se contenter d'un emploi précaire. Si on dispose maintenant de données pour faire le «monitoring» de leur insertion sur le marché du travail à partir d'un ensemble d'indicateurs, on connaît peu leurs stratégies d'insertion professionnelle face aux

difficultés qu'ils rencontrent (recherche ou occupation d'un emploi, relié ou non à la formation, conjugaison travail-études, retour aux études, démarrage de leur propre entreprise).

La recherche vise à définir des types d'insertion professionnelle en vue de déterminer le niveau d'insertion des titulaires de maîtrise et de doctorat, à montrer l'élaboration de stratégies par les diplômés, en tenant compte de facteurs tant individuels qu'économiques et sociaux, et à comparer leurs stratégies d'insertion avec celles des titulaires d'un baccalauréat.

La centration de ce projet sur le passage du système d'éducation au marché du travail le situe dans le volet «fondamental-individuel» parce que l'accent est mis sur les stratégies d'insertion des diplômés. Dans la mesure où, pour atteindre une meilleure compréhension de ces stratégies, celles-ci doivent être replacées dans le contexte économique et social plus large dans lequel elles sont déployées, le projet se situe aussi dans le volet «fondamental-collectif».

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Toutes informations sur le CERDEC peuvent être obtenues auprès de Diane Dussault, bureau 518, Tour des sciences de l'éducation, Université Laval, G1K 7P4. Téléphone : (418) 656-2131, poste 2360.

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L'intégration au marché du travail : l'aventure des diplômés

GENEVIÈVE FOURNIER
LINE CROTEAU
Centre de recherche sur le développement de carrière
Québec, Québec, Canada

La transition de la formation initiale à la vie active est une étape cruciale dans le cheminement professionnel de l'individu notamment parce que c'est à cette étape qu'il tente de mettre en application les compétences acquises au cours de sa formation initiale (Fournier et Bellerive 1991). Pour plusieurs auteurs, l'insertion professionnelle n'est plus considérée comme un moment plus ou moins invariable et prévisible, sans discontinuité, au cours duquel s'effectue le passage du système éducatif au système productif. Elle apparaît plutôt comme un processus complexe qui se déroule sur une période où s'enchevêtrent des situations de recherche d'emploi, d'emploi, de chômage, de formation et d'inactivité (Trottier, Perron et Diambomba 1995). De son côté, Vincens (1996) insiste sur le fait que la conception de l'insertion socioprofessionnelle ne peut se réduire uniquement à un processus de stabilisation sur le marché du travail mais doit également inclure l'idée de socialisation professionnelle, en plus de prendre en compte la question de l'autonomie financière de même que la probabilité de la maintenir.

La sortie du système éducatif représente pour beaucoup de jeunes une période difficile car, avec comme seul bagage le diplôme, ils sont souvent surpris et déçus, ayant tellement investi et nourri d'attentes à l'égard du travail et du marché du travail en comparaison de ce que le marché du travail peut réellement leur offrir (Fournier et Bellerive 1991). En effet, d'un côté et en dépit de la reconnaissance de la conjoncture économique difficile, plusieurs jeunes diplômés entretiennent des attentes élevées vis-à-vis du travail et du marché du travail, attentes qui dépassent largement l'obtention de gains financiers et s'associent généralement à des notions de valorisation et de développement personnels. D'un autre côté, il semble bien que l'emploi à temps partiel ou contractuel caractérise les premières expériences des jeunes à la sortie du système de formation et que cette situation ait tendance à se prolonger dans la vie des jeunes diplômés, les débouchés dans les secteurs qui leur étaient ouverts ces dernières décennies se faisant de plus en plus rares (Gauthier 1992). Ainsi, dans le contexte difficile qui prévaut actuellement sur le marché du travail, le diplôme offre de moins en moins l'assurance d'un emploi régulier, lequel facilite notamment la mise en place de projets de vie. Curie (1993) souligne à ce sujet que la relation entre l'emploi et les compétences acquises dans le système de formation devient de plus en plus ténue et que l'accès à un emploi stable est trop souvent précédé par l'exercice de plusieurs emplois précaires et à temps partiel, confinant le nouvel arrivant dans une situation professionnelle instable, offrant très peu de possibilités d'action. Ajoutant à ce propos, Tremblay (1994) fait remarquer que l'âge moyen auquel les jeunes adultes québécois arrivent à trouver une forme de stabilité en emploi se situe aujourd'hui entre 25 et 30 ans alors qu'elle se situait autour de la vingtaine il n'y a pas si longtemps. Cette situation professionnelle instable et marquée par la discontinuité, affecte, particulièrement à cet âge où les projets sont à construire, la stabilité et l'emprise sur la situation personnelle.

La présente étude s'inscrit dans la foulée d'une recherche longitudinale menée par Fournier et Croteau (1993–2000) auprès de jeunes diplômés des secteurs secondaire

professionnel, collégial technique et universitaire. L'analyse d'une première génération de résultats a permis d'observer que même en possession d'un emploi en lien avec la formation, 60 % des diplômés se considère toujours en recherche d'emploi, suggérant que, seul, l'emploi ne peut être garant d'une insertion socioprofessionnelle satisfaisante, tant sur les plans personnel que professionnel. D'une deuxième génération de résultats obtenus avec la même population deux à trois ans après l'obtention du diplôme, il ressort que plusieurs sujets utilisent de nombreux critères autres que ceux reliés à l'emploi (permanence, lien avec la formation, etc.) pour définir une insertion socioprofessionnelle stable et complétée. Ces critères se rattachent le plus souvent à l'atteinte d'une forme de qualité de vie tant personnelle (possibilités de réaliser ses projets; sentiments d'équilibre entre les différentes sphères de vie; sécurité et indépendance financière, etc.) que professionnelle (sentiment de réalisation au travail peu importe le statut de l'emploi; maîtrise des compétences dans son domaine, etc.). Ainsi, l'idée de l'insertion socioprofessionnelle comme un processus qui s'étend sur plusieurs années continue à s'imposer et, avec elle, l'idée qu'une insertion professionnelle complétée s'associe autant à un état subjectif individuel qu'à une situation objective, facilement observable.

C'est dans cette perspective que s'inscrit ce court article qui vise, d'une part, à décrire la situation professionnelle de jeunes travailleurs diplômés depuis trois ans et la qualité de leur situation professionnelle et, d'autre part, à rendre compte de certaines différences significatives observées selon le niveau de scolarité, le lien de l'emploi avec la formation et le revenu annuel brut en regard de la qualité de la situation professionnelle. Qu'advient-il réellement des jeunes diplômés qui sont sur le marché du travail depuis en moyenne trois ans? Comment ces nouveaux travailleurs perçoivent-ils leur situation financière? Quelles sont les écarts entre ce qu'ils attendaient du marché du travail et ce qu'ils expérimentent réelle-ment? Sont-ils satisfaits de leur situation d'emploi actuelle? Leur situation professionnelle favorise-t-elle la mise en place de projets de vie? Ont-ils le sentiment de se réaliser? Telles sont quelques-unes des questions qui ont servi de pierre d'assise à la présente étude.

MÉTHODOLOGIE

Formation de l'échantillon

Durant la première année de la recherche, les sujets ont été invités à participer sur une base volontaire. Tous les sujets sélectionnés répondent aux critères suivants :

1. être inscrit dans un programme d'études menant directement à l'exercice d'un métier ou d'une profession (secondaire professionnel, collégial technique, baccalauréat spécialisé);
2. être à la dernière année d'études prévue avant l'obtention du diplôme convoité; et
3. être inscrit à temps plein dans le programme d'études.

En tout, 205 sujets provenant de 21 programmes d'études différents ont été recrutés durant cette première année de recherche et ont constitué l'échantillon initial. Durant la troisième année de la recherche, tous les sujets de l'échantillon initial ont été rejoints par téléphone pour la deuxième série d'entrevues. En tout, 190 sujets ont fait partie de l'échantillon de la troisième année de recherche. Durant la cinquième année de la recherche, la même procédure a été utilisée (entrevues et questionnaires). En tout, 152 sujets ont été interviewés mais seulement 134 sujets ont retourné les questionnaires. Les résultats présentés ci dessous sont tirés de données recueillies durant la cinquième année de l'étude.

Présentation des résultats

Toutes les données et tous les résultats présentés ici sont tirés du questionnaire maison élaboré par G. Fournier et L. Croteau (1996) intitulé «Questionnaire sur la situation d'emploi actuelle» de la quatrième année d'expérimentation. La plupart de ces résultats concernent exclusivement les sujets qui sont en emploi, puisqu'il est surtout question de la qualité de la situation professionnelle de ceux qui ont «réussi» leur insertion socioprofessionnelle.

Description de l'échantillon total

L'échantillon est composé de 134 sujets. En tout, 32 sujets proviennent de programmes de niveau secondaire professionnel, 56 proviennent de programmes de niveau collégial technique et, finalement, 46 proviennent de programmes de niveau premier cycle universitaire. Le quart des sujets, soit 25,4 %, sont des hommes, tandis que 74,6 % sont des femmes. Enfin, près des deux tiers des sujets (64 %) sont âgés de moins de 25 ans.

État de la situation d'emploi de l'échantillon total

En moyenne trois ans après l'obtention du diplôme, la grande majorité des sujets occupent un emploi rémunéré (72,6 %, n=97), 10,5 % (n=14) sont toujours aux études tandis que 16,5 % (n=22) se trouvent sans emploi. Parmi les sujets se trouvant sur le marché du travail, 18,9 % (n=18) occupent plus d'un emploi.

Description de la situation d'emploi des sujets travailleurs

Trois indicateurs nous servent ici à éclairer la situation d'emploi des sujets travailleurs. Il s'agit du revenu annuel brut, du statut de l'emploi, de même que du lien de l'emploi avec la formation.

Relativement au revenu annuel brut gagné, on constate facilement, comme on s'y attendait, qu'il augmente en fonction du niveau de

scolarité. En effet, la majorité des travailleurs diplômés du niveau secondaire (59 %) ont un revenu inférieur à 20 000 $, 72 % des travailleurs du niveau collégial ont un revenu variant entre 10 000 $ et 30 000 $, tandis que près de la moitié des sujets travailleurs provenant du niveau universitaire (47 %) ont un revenu supérieur à 30 000 $. Il est à noter que les sujets du niveau collégial ont des revenus beaucoup plus variables que les sujets provenant des deux autres groupes scolaires. Ensuite, concernant le statut de l'emploi, on observe également des différences en fonction du niveau de scolarité. Cette fois, cependant, cette relation est inversée. Ainsi, la très grande majorité des sujets du secondaire (89 %) occupent un emploi permanent par rapport à 69 % du niveau collégial et à 71 % du niveau universitaire. Toujours concernant le statut de l'emploi, on observe que les sujets du niveau collégial obtiennent davantage des emplois à contrat d'une durée déterminée (25 %) comparativement à 18 % pour les sujets du niveau universitaire et à seulement 5 % pour les sujets du niveau secondaire. Finalement, en ce qui a trait au lien de l'emploi avec la formation, les sujets se répartissent à peu près également. En effet, 65 % des sujets du niveau secondaire, 59 % du niveau collégial et 70 % du niveau universitaire occupent un emploi en lien avec leur formation.

Description de la qualité de la situation professionnelle des sujets travailleurs

Huit indicateurs nous servent ici à éclairer la qualité de la situation professionnelle des sujets travailleurs. Le premier groupe d'indicateurs a trait à la satisfaction professionnelle, le second groupe concerne plutôt la satisfaction personnelle tandis que le troisième groupe réfère spécifiquement au contrôle de la situation financière. Ces indicateurs sont : le désir ou non de quitter l'emploi, la satisfaction générale exprimée vis-à-vis de l'emploi occupé, l'écart entre ce qui était attendu d'un emploi et la réalité, le sentiment d'avoir atteint ou non les objectifs personnels et professionnels fixés, l'impact de la situation d'emploi sur la capacité d'élaborer des projets de vie, l'impact de la situation d'emploi sur l'épanouissement personnel, le sentiment de sécurité financière procuré par l'emploi, de même que le niveau d'obligations financières par rapport au revenu de l'emploi.

En ce qui a trait au désir ou non de quitter son emploi, parmi les sujets qui désirent quitter leur emploi, 21 % proviennent du niveau secondaire, un nombre à peu près égal proviennent du niveau universitaire (23 %) contre près du double, soit 40 %, qui proviennent du niveau collégial. Concernant la satisfaction générale exprimée vis-à-vis de l'emploi occupé, on observe un taux élevé de satisfaction. Ainsi, près de 81,6 % des sujets se disent satisfaits de

l'emploi qu'ils occupent. Dans la même veine, près des trois quarts des sujets (75,3 %) ont le sentiment que leur situation d'emploi est meilleure que ce qu'ils espéraient avant d'intégrer le marché du travail. Par ailleurs, seulement 63,5 % des sujets ont le sentiment d'avoir atteint, à ce stade-ci de leur cursus professionnel, leurs objectifs personnels et professionnels. En ce qui concerne l'impact de la situation d'emploi sur la capacité d'élaborer des projets de vie, une bonne proportion de sujets (71,9 %) expriment le sentiment que leur situation d'emploi actuelle leur permet d'élaborer de tels projets à plus long terme. Cependant, un nombre plus restreint de sujets (61,1 %) ont le sentiment que leur situation d'emploi a un impact positif sur leur épanouissement personnel. Finalement, en ce qui concerne le sentiment de sécurité financière procuré par l'emploi de même que du niveau d'obligations financières par rapport au revenu de l'emploi, un peu plus des deux tiers de l'échantillon (68 %) se sentent plutôt en sécurité. Par ailleurs, on observe que 60,8 % mentionnent avoir des obligations financières correspondant à leur revenu contre 39,2 % qui disent avoir des obligations financières dépassant leur revenu.

Différences observées en regard de la qualité de la situation professionnelle des sujets travailleurs

Les résultats présentés ici sont très partiels. Ils fournissent un aperçu de certaines différences observées dans la qualité de la situation professionnelle des travailleurs selon le niveau de scolarité, le lien de l'emploi avec la formation et le revenu annuel brut. Aucune différence significative n'a été observée selon l'âge, le sexe des sujets ou le statut de l'emploi. Le seuil de signification a été fixé à $< 0,05$. Les résultats sont tirés de tests ANOVA.

Concernant *le niveau de scolarité*, des différences significatives sont observées pour cinq (5) des variables servant à mesurer la qualité de la situation professionnelle des sujets travailleurs. Ces différences se retrouvent principalement entre les groupes de sujets de niveau secondaire et ceux de niveau collégial. D'abord, relativement à la satisfaction éprouvée vis-à-vis des facteurs intrinsèques liés à l'emploi (ex. reconnaissance de ses compétences), les sujets de niveau collégial sont significativement plus insatisfaits que les sujets de niveau secondaire. Plus précisément, les sujets de niveau collégial sont plus mécontents de l'utilisation qu'ils peuvent faire de leur potentiel dans leur emploi, des connaissances qu'ils peuvent y développer de même que de la reconnaissance accordée à leurs compétences. Ensuite, les sujets de niveau secondaire estiment, dans une proportion significativement plus élevée que les sujets de niveau

collégial, que leur emploi est mieux que ce qu'ils espéraient avant d'intégrer le marché du travail et ce, spécifiquement en regard des facteurs intrinsèques liés à l'emploi (ex. niveau d'autonomie professionnelle, sentiment d'être utile, etc.). En troisième lieu, l'impact de la situation d'emploi sur le bien-être psychologique est également significativement différent selon le niveau de scolarité des sujets. Ainsi, les sujets de niveau secondaire estiment, en plus grand nombre que les sujets de niveau collégial, que leur situation d'emploi actuelle affecte positivement leurs sentiments d'autonomie et de réalisation personnelle. Finalement, l'inquiétude par rapport à la situation financière et le fait d'avoir des obligations financières supérieures au revenu sont deux autres variables significativement différentes selon le niveau de scolarité. La différence observée ici se situe toutefois entre les sujets de niveau universitaire et ceux de niveau collégial. Ainsi, ces derniers se trouvent plus inquiets de leur situation financière et disent avoir davantage d'obligations financières que ne leur permet leur revenu comparativement aux sujets de niveau universitaire.

En regard du *lien de l'emploi avec la formation,* des différences significatives sont observées pour huit (8) des variables servant à mesurer la qualité de la situation professionnelle des sujets travailleurs. D'abord, les sujets qui ont un emploi en lien avec leur formation sont plus satisfaits de l'utilisation qu'ils peuvent faire de leur potentiel dans leur emploi que ceux qui ont un emploi sans lien avec leur formation. Ils estiment également que leur emploi est mieux que ce qu'ils espéraient avant d'intégrer le marché du travail et ce, autant en regard des facteurs intrinsèques que des facteurs extrinsèques liés à l'emploi (ex. sécurité d'emploi, lieu de travail etc.). Toujours chez les sujets qui occupent un emploi en lien avec la formation, ils expriment avoir atteint leurs objectifs personnels et professionnels dans une plus grande proportion que ceux qui ont un emploi sans lien avec leur formation. Les résultats obtenus indiquent également que le fait d'avoir un emploi en lien avec la formation permet d'envisager plus facilement le projet de quitter le foyer familial et celui de fonder une famille. Cela permet également d'augmenter le sentiment de réalisation personnelle. Finalement, les sujets qui ont un emploi en lien avec leur formation sont significativement moins inquiets de leur situation financière que leurs collègues qui ont un emploi sans lien avec leur formation.

En regard du *revenu annuel brut,* tel qu'on s'y attend, les sujets qui ont un revenu annuel brut inférieur à 10 000 $ sont significativement plus inquiets de leur situation financière et la sentent plus précaire que les sujets qui ont un revenu plus élevé. De même, les sujets qui

ont des revenus se situant entre 10 000 $ et 19 999 $ sont significativement plus inquiets de leur situation financière que ceux qui ont des revenus supérieurs à 40 000 $. Finalement, les sujets qui ont des revenus se situant entre 10 000 $ et 19 999 $ se sentent significativement plus en situation précaire que ceux qui ont des revenus se situant entre 30 000 $ et 39 999 $.

DISCUSSION

Le but poursuivi dans ce court article était de brosser un portrait sommaire de la situation d'emploi de sujets diplômés depuis trois ans et de rendre compte de la qualité de la situation professionnelle des sujets travailleurs. Les résultats présentés ici sont très partiels et soulèvent davantage de commentaires et de questions qu'ils ne fournissent de réponses à ce stade d'avancement de nos travaux. D'abord, 30 % des sujets ne sont pas sur le marché du travail trois ans après l'obtention du diplôme. Certains sont aux études, d'autres n'arrivent tout simplement pas à se trouver un emploi ou à le maintenir. S'agit-il d'un bon taux de réussite? La réponse à cette question est complexe. Oui, il s'agit d'un taux relativement bon de réussite si on assume que ceux qui sont aux études le sont davantage par choix, par stratégie d'ajustement que par contrainte. La situation est moins favorable cependant si on assume que les sujets aux études le sont parce qu'ils perçoivent ne pas avoir d'autre choix ou parce qu'ils retardent l'entrée sur le marché du travail, trop inquiets par la situation économique actuelle. Ensuite, si les résultats indiquent un taux de satisfaction générale assez bon en regard de l'emploi, il n'en demeure pas moins que 30 % des sujets, trois ans après leur entrée sur le marché du travail avec un diplôme en main, estiment toujours que leur situation professionnelle affecte négativement la mise en oeuvre de projets de vie. Ce résultat est probablement lié au fait que près de 40 % d'entre eux disent avoir des obligations financières plus élevées que ce que leur revenu leur permet. En fait, ils sont généralement assez heureux en emploi mais ils sont relativement pauvres et retardent certains projets à long terme. Ces résultats semblent indiquer, tout comme le suggèrent plusieurs auteurs maintenant, qu'il faille utiliser d'autres critères que celui d'être en emploi pour définir la fin ou la réussite de l'insertion socioprofessionnelle. Enfin, les résultats indiquent également que les diplômés du secteur collégial sont plutôt insatisfaits de leur situation professionnelle, et ce à bien des égards, notamment en regard du lien avec la formation (40 %). Il s'agit d'un pourcentage élevé et qui nous semble relativement inquiétant. En effet, plus le temps passe, moins ils ont de chance de faire carrière dans le domaine

de leur choix compte tenu notamment de la perte de certaines compétences en l'absence d'une possibilité de pratique et de la compétition avec les nouveaux diplômés qui investissent le marché du travail. Enfin, nos résultats indiquent que le fait d'occuper un emploi en lien avec la formation est significativement en relation avec plusieurs indicateurs de la qualité de la situation professionnelle. On peut poser l'hypothèse que la possibilité d'agir en fonction de ses projets et des objectifs que l'on s'est fixés est relativement plus importante pour la satisfaction professionnelle et personnelle que le revenu ou le statut d'emploi. Les analyses tirées des interviews viendront certainement éclairer ces résultats.

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Metacognition and vocational counselling

BRENT A. SYMES
University of Alberta
Edmonton, Alberta, Canada

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INTRODUCTION

Vocational indecision among high school and university students is a significant concern among professional counsellors (Mitchell and Krumboltz 1987). The problem is widespread and is estimated to affect 18% to 50% of university students across the United States and Canada (Sepich 1987). A significant amount of research has focused on this area of investigation over the past few decades; however, attempts to delineate the underlying variables that play an integral role in the development of a firm career decision have proven largely inconclusive (Wanberg and Muchinsky 1992).

Numerous theories have been proposed to understand and explain career choice and development (Osipow 1990). The four major theoretical approaches evident in the literature are developmental (Super 1980), trait oriented (Holland 1985), reinforcement based (Mitchell, Jones, and Krumboltz 1979), and personality focused (Bordin 1984; Bordin, Nachmann, and Segel 1963). More recently, Peterson, et al. (1996) have proposed an eclectic theory of cognitive information processing that incorporates decision-making skills, career information, self-knowledge, and cognitive skills into the decision-making process. This theory provides a conceptual framework for effective decision making and comprises four main components arranged in hierarchical order. Self-knowledge and occupational knowledge lie at the foot of the hierarchy while generic information-processing skills—including communication, analysis, synthesis, valuing, and execution (CASVE)—are located at the intermediate level of this model. The executive processing domain, a set of higher-order cognitive functions (metacognition), is required to monitor, regulate, and guide these lower order components of career decision making, and comprises the top layer in the hierarchy.

Several studies (Fuqua and Newman 1989; Jones 1989; Wanberg and Muchinsky 1992), employing such instruments as the Career Decision Scale (CDS; Osipow, Carney, Winer, Yanico, and Koschier 1976), have examined self-knowledge, occupational knowledge, and information-processing skills along with many other variables in myriad contexts unrelated to the concept of metacognition. The model presented by Peterson, et al. (1996) synthesizes the central components of decision making and further identifies metacognition as the regulator of these underlying components.

The overall purpose of this study was to test the theoretical construct, i.e., metacognition, presented by Peterson, et al. (1996) in association with the vocational indecision construct proposed by Osipow, et al. (1976). Vocationally undecided undergraduate university students

were identified in conjunction with an assessment of their metacognitive processing skills (Ennis, Millman, and Tomko 1985). Analysis focused specifically on the relationship between the quality of metacognition and career indecision. The following questions were deemed important and subsequently addressed while investigating the proposed study: (1) Is there a relationship between vocational indecision and metacognition? and (2) Do vocationally decided individuals engage in greater levels of monitoring and regulating activities (metacognition) as compared to vocationally undecided individuals?

The cognitive information processing theory advanced by Peterson, et al. (1991, 1996) effectively integrates the concept of metacognition into the decision-making framework. The prospective benefits of effective acquisition and implementation of metacognitive skills within the context of vocational counselling include: (1) enhancement of an individual's abilities to understand what is required to make an effective decision, and (2) ongoing monitoring and coordination of vocational development issues. Enhancement of these areas is an integral component of the effort to develop effective prevention and remediation strategies for vocational indecision and the issues pertinent to this area of development. Therefore, the potential implications of a positive association between levels of decidedness and quality of metacognitions could prove extremely useful in the development of new strategies aimed at dealing with chronic indecision.

METHOD

Population

The population for this study consisted of undergraduate university students enrolled in introductory psychology at the University of New Brunswick. The total number of introductory psychology students during the 1996–97 academic year was approximately 700. Overall sample size totaled 100 and consisted of 25 males, 74 females, and one anatomically unidentified participant. Ages for the entire sample ranged from 18.25 years to 43.50 years with a mean of 20.32 years ($N = 99$).

Cognitive information processing measure

The Cornell Critical Thinking Test, Level Z (Ennis, et al. 1985) was selected as a measure of metacognition. This test is designed for academically advanced and gifted (p. 3) high school students, university

students, and adults (Ennis, et al. 1985). The test was originally constructed to help evaluate critical thinking abilities of individuals seeking admission to educational programs and/or employment. It has also been extensively employed by educational institutions as way to assess metacognition in relation to instruction in critical thinking.

Eight factors essential aspects of critical thinking form the basis of this 52-item multiple choice test: (1) deduction, (2) semantics/ meaning, (3) credibility, (4) induction—emphasizing concluding, (5) induction—emphasizing planning an experiment, (6) definition and assumption identification, (7) assumption identification, and (8) observation. Each question is followed by three choices, and respondents are required to delineate the correct answer and record their response as directed in the test booklet.

Overall scores on the inventory range from a minimum of 0 to a maximum of 52. Each correct response, as determined by the answer key provided by the authors, is valued at one point. High scores indicate the presence of deep levels of metacognitive activity whereas low scores reflect shallow levels of metacognition.

Vocational indecision measure

The Career Decision Scale, Third Revision (CDS; Osipow et al. 1976) was employed as a measure of vocational indecision. The CDS is a 19-item self-report questionnaire used extensively in the research literature to measure vocational indecision (Slaney 1991). This standardized instrument is well established and was chosen based on its capacity to differentiate between decided and undecided students as well as to measure antecedents of career indecision (Larson, Heppner, Ham, and Dugan 1988). In 1988, Shimizu, Vondracek, Schulenberg, and Hostetler conducted a factor analysis on the CDS and the following factors were identified: (1) diffusion, (2) relative decidedness—but a desire for support for the decision, (3) approach conflict, and (4) internal and external barriers.

The Career Decision Scale utilizes a Likert-type scale to measure participant responses. The alternatives on the Likert scale range from 1 to 4 and correspond to "not like me at all," "only slightly like me," "very much like me," and "exactly like me." The initial two items provide a measure of vocational certainty ranging from a minimum score of 2 to a maximum of 8. Specifically, low scores indicate vocational indecision while high scores on these two questions demonstrate the individual has decided upon a vocation. The ensuing 16 items quantify level of vocational indecision by providing a score

ranging from a low of 16 to a high of 64. High scores on these items indicate vocational indecision whereas low scores reflect vocational decidedness (Osipow et al. 1976).

Procedure

Participants were contacted by telephone and the administration of the research instruments took place in a reserved classroom in the Psychology building during a two-week period. Initially, participants were asked to carefully read, sign, and date an informed consent form. As well, all participants were informed verbally of the voluntary nature of their participation and of the option to withdraw from the study at any time without penalty. Second, the investigator familiarized participants with the layout of each questionnaire, explained the instructions for completing each questionnaire, and answered any questions or concerns. Participants were instructed to fill out a brief demographic questionnaire, followed by the Career Decision Scale (Osipow et al. 1976), and last, the Cornell Critical Thinking Test, Level Z (Ennis et al. 1985). Each set of questionnaires was coded and participants were asked to refrain from making any identifying marks on the test booklets and answer sheets to maintain confidentiality.

The majority of participants completed all three inventories within one hour. Upon completion of the inventories, participants were given a department-issued participation card, signed by the investigator, indicating their participation in the study. In addition, debriefing information was dispersed to each individual describing the nature of the issues addressed in the questionnaires, such as vocational indecision, and critical thinking attributes. This information ensured that the experience was educational and also provided references for those interested in further exploring this topic of investigation.

RESULTS

Correlation analysis

Analysis revealed that the total score from measuring metacognition, as determined by the Cornell Critical Thinking Test (Ennis et al. 1985), was significantly negatively correlated with vocational indecision ($r = -.37$, $p < .001$). Alternatively, the total score from the Cornell (Ennis et al. 1985) was significantly related to the CDS (Osipow et al. 1976) vocational certainty scale ($r = .20$, $p < .05$).

Three subscales from the Cornell (Ennis et al. 1985) were significantly related to vocational indecision including induction ($r = -.21$,

$p<.05$), deduction ($r=-.38, p<.001$), and meaning ($r=-.28, p<.01$). Deduction ($r=.22, p<.05$) was the only subscale that resulted in a significant correlation with the vocational certainty measure on the CDS.

Several significant correlations were evidenced between the subscales on the Cornell (Ennis et al. 1985) and the factors of the CDS presented by Shimizu et al. (1988). Deduction showed a consistent pattern of correlation with diffusion ($r=-.31, p<.01$), relative decidedness ($r=-.31, p<.01$), approach conflict ($r=-.32, p<.01$), and internal/external barriers ($r=-.26, p<.01$). As well, meaning was significantly related to diffusion ($r=-.27, p<.01$), approach conflict ($r=-.20, p<.05$), and internal/external barriers ($r=-.27, p<.01$). The total score on the Cornell (Ennis et al. 1985) was significantly related to each of the factors on the CDS (Osipow et al. 1976): diffusion ($r=-.34, p<.01$), relative decidedness ($r=-.32, p<.01$), approach conflict ($r=-.26, p<.05$), and internal/external barriers ($r=-.29, p<.01$).

Regression analysis

Results of a stepwise multiple regression, for the entire sample, indicate that deduction proved to be the only significant predictor for indecision [$F(1, 98) = 16.05, p < .001$] and contributed 14% ($R^2 = .1451$) to the variability in predicting vocational indecision. Deduction was also a significant predictor for approach conflict [$F(1, 98) = 11.39, p < .01$], and vocational certainty [$F(1, 98) = 4.94, p < .05$], and contributed 10% ($R^2 = .1041$) and 4% ($R^2 = .0479$) respectively to the variability of each measure. Total score on the Cornell (Ennis et al. 1985) resulted in the only significant predictor of diffusion [$F(1, 98) = 12.92, p < .001$], relative decidedness [$F(1, 98) = 11.04, p < .01$] and internal/external barriers [$F(1, 98) = 8.88, p < .01$]. The total score contributed 11% ($R^2 = .1164$) to the variability in predicting diffusion, 10% ($R^2 = .1012$) to relative decidedness, and 8 % ($R^2 = .0831$) to internal/external barriers.

DISCUSSION

The results of this investigation reveal a significant statistical relationship between metacognition and vocational indecision. Results of correlation analysis for the entire sample as well as for females demonstrate that metacognition is significantly related to vocational indecision. Interestingly, the correlation coefficient for the female-only group is marginally higher than for the entire sample. However, level of significance is more stringent for the total sample than for females. The direction of these correlations is negative, indicating that those who score low on the vocational indecision

scale tend to score higher on the measure of metacognition. In other words, those who are more decided, i.e., have low scores on the indecision scale, engage in deeper levels of metacognition as indicated by a high score on the Cornell Critical Thinking Test (Ennis et al. 1985). The correlation coefficient for the male-only analysis is stronger than either the total sample or female analysis; however, it is not statistically significant. An obvious explanation for this lack of significance could be the small sample size ($N = 25$).

In sum, these results provide evidence for the relationship between decisional status and cognitive complexity and fall in line with previous research in this area (Bodden 1970; Bodden and Klein 1972).

As predicted, the relationship between metacognition and the certainty scale, i.e., level of decidedness, is positive. Thus, those who obtained higher scores on vocational certainty also scored higher on the measure of metacognitive activity. There is only one statistically significant correlation between these two measures, which occurs when all participants are included in the analysis.

In particular, deduction, a subscale on the Cornell Critical Thinking Test (Ennis et al. 1985), was consistently associated with the indecision scale, certainty scale, as well as the individual factors on the CDS (Osipow et al. 1976). Specifically, with respect to the total sample, deduction was significantly correlated with diffusion, relative decidedness, approach conflict, and internal/external barriers. In other words, those who obtained high scores on deduction also scored low on the Career Decision Scale (Osipow et al. 1976), indicating increased levels of decidedness. For the female-only analysis deduction was significantly related to the indecision scale, diffusion, relative decidedness, approach conflict, and internal/external barriers, i.e., high deduction scores were associated with low scores on the Career Decision Scale (Osipow et al. 1976). Deduction proved to be significantly linked to relative decidedness and approach conflict when only males were considered.

Results of the stepwise multiple regression analysis provided a limited number of predictors for vocational indecision and certainty as well as the factors on the four career decision scales, i.e., diffusion, relative decidedness, approach conflict, and internal/external barriers. In fact, deduction was found to be the single most significant predictor for vocational indecision, vocational certainty, and approach conflict when the entire sample was examined. Alternatively, the total score on the measure of metacognition was found to be a predictor of diffusion, relative decidedness, and internal/external

barriers. The remaining subfactors on the Cornell (Ennis et al. 1985) were not significant predictors and each regression analysis was limited to a single step.

Overall findings of this preliminary investigation into the relationship between metacognitive attributes and vocational indecision lend support for the previously stated hypothesis, as well as for the theory advanced by Peterson et al. (1996). Specifically, individuals who are decided about their vocational aspirations engage in higher levels of metacognition. Alternatively, those individuals who are vocationally undecided engage in lower levels of metacognition. It appears that individuals who monitor and regulate their thought processes evidence a greater degree of vocational decidedness as compared to those who engage in limited metacognitive activity. Further, the metacognitive regulating skills of deduction and semantics (meaning making) appear to have a central role in vocational decision making.

Deduction proved to be highly related to vocational indecision, suggesting that the ability to arrive at specific conclusions based on generalizations plays an integral role in decision making. Thus, individuals who possess the ability to efficiently and accurately process information related to making a decision, i.e., vocational decision, display greater levels of decidedness.

Overall, the results of this investigation provide preliminary evidence for the relationship between metacognition and vocational indecision. These findings are consistent with previous empirical research that examines metacognition in relation to generic problem-solving abilities (Berardi-Coletta, Buyer, Dominowski, and Rellinger 1995; Delclos and Harrington 1991; English 1992). This preliminary study adds to the knowledge base in this important area of inquiry and extends research endeavours within the parameters of vocational guidance and counselling. As a result of these findings, support for the cognitive information processing theory proposed by Peterson et al. (1996) has also been advanced.

The results of this study have implications for career counsellors working with vocationally undecided individuals. Peterson's (1996) model suggests the necessity of certain knowledge domains (self and world of work), decision-making skills (communication, analysis, synthesis, values and execution), as well as the use of metacognition if individuals are to make a vocational decision. More specifically, two metacognitive skills, deduction and meaning making, appear to be key in making vocational decisions. The metacognitive skill of deduction—that is, the ability to draw conclusions from the

information about self and work—appears to be related to making a vocational decision. Perhaps vocationally undecided individuals have enough information but are not able to draw conclusions from this information in a manner that aids vocational decision making. Similarly the skill of meaning making (semantics)—that is the ability to interpret information about self and work—appears to aid in making vocational decisions. Perhaps vocationally undecided individuals are not able to interpret the information they have within their personal and social context. In sum, these components emerged as integral factors in vocational decision making within the context of this investigation.

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Mind at work: Improving workplace satisfaction and enjoyment

THOMAS WARNEY
Thomas Warney Communications & Development
Aurora, Ontario, Canada

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Why are some of us happy and satisfied in our work, while others are miserable and stressed out? Why do some of us thrive while engaged in the most strenuous efforts, while others get depressed just thinking about the job? How about you? When you wake up in the morning, how do you feel about "work"? Do you feel good? Are you motivated and ready to go? Are you smiling? If not, why not? As you think about your work, what factors would you label as positive, motivating, or even exciting? And what other factors would you label as negative, obstructive, or even toxic?

Assuming that we all experience a little good and a little bad in our work life, what tips the balance for you? What are the key factors that allow you to go forth and achieve, in spite of the negatives? Take a moment and list these important elements.

Now, let's compare notes. My own research has revealed a clear-cut set of criteria for "workplace satisfaction." Here they are, in order of importance.

Appreciation
This includes recognition, praise, respect, being valued, and feeling that what I do counts.

Control
This means having a significant amount of control over what I do, and includes exercising responsibility, being "empowered," with the opportunity to exercise choice and be creative, and working within a team structure.

Good working environment
This means surroundings and conditions that are safe, clean, healthy, and comfortable, and support from the organization including learning programs, health initiatives, flexible scheduling, employee assistance programs, and wellness facilities.

Organizational integrity
The organization has a clear vision/mission, created with significant input and buy-in from everyone, clearly communicated to all levels. Management truly "walks the talk" by providing real support and modelling the core values of the organization.

Reward
Fair remuneration, and benefits tailored to what is important to the individual.

Note that not everyone lists these factors in the same order of importance. Each of us has his or her own priorities, but this sums up the main points of the research, which included both individual and organizational input from a broad spectrum of organizational types, including health care, service, manufacturing, and education.

How about your own criteria? Which areas are most important to you? And in which areas are your needs currently being met or not? Take another moment to clarify your priorities and your present level of satisfaction in these areas.

We can notice that workplace satisfaction as an overall goal is a combination of "inner" and "outer" factors. Traditionally, emphasis was on the "outer" factors, such as wages, safety, hours, and working conditions. More recently, there has been more emphasis on physical well-being, and mental and even spiritual well-being. The boundaries between "inner" and "outer" have become more flexible, as it is noted (from the time of the famous "Hawthorne Effect" in the 1950s) that inner attitude and mental health play an important role in outer or physical health as well as productivity.

Also, there is a growing movement—inspired by commentators from E.F. Schumacher to Peter Senge, and by a renewed interest in "spirituality in the workplace"—to experience work as both the oppor-tunity to develop and express one's talents and abilities fully, and to give of those talents and abilities by serving others and one's community. The ego-based model of "grab as much as you can for myself" has apparently been challenged by a "new" model of service and group cooperation—a model with strong ethical roots. These factors need to be taken into account when considering the elements of workplace satisfaction today.

We have seen that our level of satisfaction relates to how well certain key areas of concern are addressed in our work situation. These key areas, noted above, reflect what is important to us—our values.

If we experience our work as aligned with our values, we are much more likely to be satisfied and happy in our work. If our work and our values conflict, we become uneasy, conflicted, stressed, and possibly ill.

Our values come out of our past experience, and no two people are the same in their experience and interpretation of that experience. From our values come our beliefs—those things we feel we know

to be true. And from our beliefs come our actions and behaviours. We can see how important it is for us to know and understand not only our own values, but those of others—the people we live and work with.

A good way to get to know our own values in the workplace is to simply ask, "What is important to me in my work situation? What must I have to stay in this job, in spite of any 'negatives'?" We can also ask, "Why did I take this job? What were the factors that were most important to me?"

And we can even list these factors in order of importance by asking ourselves, "If I could get along without one of these, which would it be?" Doing this progressively with the whole list leaves us with a values "hierarchy" in order of importance to us.

And how do we find out the values of others? Again, just ask. "What is important to you here? What do you need to get from this situation? What must you have happen here?" And we can observe our co-workers and notice what is important to them. Knowing and respecting the values of others helps teams to run more smoothly, relationships to improve, negotiations to succeed, and communications to be much more accurate and clear.

Let's look at our overall workplace right now, and rate it on a scale of 1 to 100, taking into account all the satisfaction factors we've been considering. Locate your current satisfaction on the scale. Now, note a place on the scale below which you are not prepared to go—your "satisfaction baseline." And also note a place on the scale where you would really like to be. Give this some consideration. Ask some pointed questions, such as, "Why is my present level where it is?" "Am I willing to settle for this?" "What are the key factors in establishing the level below which I will not go?" and "What prevents me from being at my ideal level of satisfaction now?"

Okay. Now that we know what is most important to us, and we have compared this to what we've actually got, we can start to consider taking some action to improve the situation. For most of us, there will be a fairly acceptable level of satisfaction, but with certain areas in which we would like to experience improvement.

First, let's look at some of the "external" factors, and what many people and organizations are doing to make positive changes for everyone's benefit. And then we'll work on some of the "internal" factors that we can learn to change and control and direct for ourselves.

Many progressive organizations are now realizing the common-sense link between healthy and happy employees and the well-being of the organization itself. These organizations are providing wellness centres, learning programs, personal development workshops, and employee assistance programs to ensure both physical and psychological well-being for their employees.

Also, may organizations are realizing the great benefits of "empowerment" and teams that direct themselves. They are working to meet the key needs of employees to have more control over what they do and to find meaning and personal reward in their work. These organizations are restructuring not for short-term profits but for long-term employee satisfaction.

A large part of the empowered approach involves improved self-management skills and highly developed communication skills, and progressive organizations are providing full and on-going training in these areas. Some organizations are subsidizing learning programs beyond those that are directly job-related, with the understanding that a learning and growing employee is always more valuable to the company.

More organizations are finding that when employees have a stake in the organization, they are naturally more motivated and dedicated. Bonus plans, profit-sharing, and team rewards are all part of a new standard of reward, which may also include flexible hours (especially for those with both daycare and eldercare concerns), job cross-training to help avert layoffs, and benefit packages tailored to individual needs.

When we turn to the "inner" aspects of workplace satisfaction, perhaps the most important element is *attitude*. The programs and initiatives noted above go a long way toward developing and maintaining a positive attitude for employees. It doesn't take a lot of research data to understand that an employee with a positive attitude is more productive, loyal, and motivated. What research has told us is that attitude can be changed from negative to positive by focusing on a few key "inner" factors.

What can we do, then, in terms of "inner management" to help create a positive, dynamic, creative, and motivated attitude, thereby enhancing our satisfaction at work? Here are some practical suggestions and exercises that we can actually practise and use:

1. Relax

It can easily be demonstrated that a state of "dynamic relaxation,"

such as that used by top athletes, is actually much more powerful and energy-efficient than the "strength of tension" that we usually rely on. Being relaxed doesn't mean being a "wet noodle" or a "slacker." Being relaxed is working the natural, efficient, and more effective way. Here is an exercise that comes from the gentle martial art of Aikido.

Put your outstretched right arm, palm up, with your wrist on a friend's left shoulder. Ask your friend to (carefully) use both hands to bend your arm at the elbow. At first, try this using all your strength, making a fist and tensing your muscles. Then, shake out your arm and try it again, this time letting your hand open, stretching out in a relaxed way, and imagine power flowing from a source deep in the earth up through your body, through your arm and off into the distance. Keep your mind and your muscles relaxed. Notice the difference in the two approaches. This experiment gives you a kinesthetic benchmark for "relaxed power."

Living and working in a relaxed yet powerful way saves enormous amounts of energy. We are no longer "fighting with ourselves," which is what tension really is. We'll find fewer muscular aches, and less anxiety and stress in our work day, while getting more done more efficiently.

We also become more *creative* when we relax, allowing for more effective problem solving and greater innovation. Most good solutions or ideas come to us when we're in a relaxed state where we can allow all our inner resources to work for us. Try this. Unscramble the following word by simply relaxing and letting the solution appear "by itself."

Y O J E N

Resist the temptation to start writing out all the possible combinations, or programming your computer to do it (strictly "left-brain" style). And remember that the answer is already there in the "problem."

We also become *healthier* when we are relaxed. Our bodies can use their resources, such as food and oxygen, a lot more efficiently, and our immune systems function at a higher level.

And finally, relaxation can help us connect more fully with our deeper, *spiritual* selves. Prayer and meditation are best practised in a relaxed, open state of body-mind.

2. **Know and live your values**

Our values, as we have noted above, reflect what is most important to us. Our lives become a lot more satisfying when we live our values, especially when they are expressed in an overall purpose or goal in our lives. Our purpose or mission is really the actualization of our values, just as it must be with an organization. Once we know our purpose, we find that all our inner resources and abilities can align themselves effectively and efficiently.

With purpose, suddenly time management becomes simpler: we automatically do more of what supports our values and purpose. Motivation becomes easy, too. Since we know we are working "on purpose," we wake up with a smile and positive energy and attitude. And we find it easier now to motivate others as a model and inspiration. We find that we are open to opportunity and "coincidence" when new ideas, resources, learning opportunities, helpers, mentors, and so on appear to assist us in living our purpose.

Ideally, our work will be as much as possible an expression of our purpose. We can see how our own values and purpose can be linked to the values and purpose, or mission, of our organization. Our work will be much more satisfying when we are aligned with the goals of the organization—and even more so if we have had significant input into setting these goals.

Spend some time—either on your own or with close friends or trusted colleagues—finding out how you can best connect your own purpose and goals to those of your organization.

3. **Manage your mind**

Most of us can learn how to use our minds and brains more effectively. A lot of research has been done on how we think, perceive, and process information, and we can use the resulting insights to make the most of our mental processes.

For example, think of something you really like and enjoy doing. Now think of something you don't like or enjoy doing. Compare these two experiences, which might be noticed as mental images or pictures, or as descriptive words spoken inwardly, or as bodily

feelings. If we could shift the "signals" or "markers" by which we tell ourselves "this is good" over to something we need to do but haven't really wanted to, we can increase the "attractiveness" of that task, and perhaps do it sooner and with more enthusiasm.

We can control, direct, and change our "mental representations" to meet our current needs and break away from many imagined limitations, fears, guilts, or anxieties.

Recall an encounter you may have had recently with someone where you ended up feeling somewhat demeaned or victimized—where the other person may have bullied you, twisted what you said, or made fun of your idea. As you recall the incident, you may see, hear, or feel yourself as "smaller" or less powerful or less significant than the other person. Try switching things around, so that you are larger, stronger, and/or louder. How does this change your experience? And what happens when you now visualize and experience the other person as the same size as yourself and equally significant? Could this lead to better communication when you meet again?

These are some experiments from Neurolinguistic Programming (NLP), which deals with how we gather and use our perceptions and information, and how this affects our behaviour. Since a lot of what we experience is right "inside ourselves," in the form of how we have mentally represented events and people, it can greatly increase our sense of control, empowerment, and satisfaction with what we do when we learn to manage our minds more effectively. Real change has to start within, with our inner experience of our reality. Mahatma Gandhi once said, "We must be the change we wish to see in the world."

4. **Maximize your physical vitality**
   Much of our attitude is related to how well our bodies are functioning. Mental and emotional vitality are clearly related to physical vitality. The good news is that it is very easy to quickly increase our levels of physical vitality. Good diet, good exercise, and good attitude are the keys.

5. **Relate**
   Doctors say that one of the best ways to improve the functioning of your immune system is to fall in love. Another good way is to give to others—time, money, talent. And another effective way is to have a pet. Now, what do all of these have in common?

Getting out of ourselves, giving, selflessness, non-judgement, and love come to mind. When we experience ourselves as separate and isolated entities we feel limited, trapped, defensive, and often depressed.

But the more we relate—to another person, or pet, or plant, or to a group of friends, colleagues, or fellow gardeners, or hikers—the more we get out of our ego-centred limitations to enjoy an expanded and opened awareness and point of view. The more we relate and give and love, the more we find ourselves related to, given to, and loved. And we can see how this has to result in more satisfaction and enjoyment in both work and life in general.

We have briefly looked at some key elements of workplace satisfaction. Take a moment to consider how you can begin to put these ideas and experiences into action—at your work and in your life. Consider what possibilities we have for making positive changes. Decide on two or three things that you could do now to take action.

Experiment, and find out how it works for you. Once you experience the positive results, the more you will continue in all areas of your life. Work and life are not separate. Both are *life*, and we are free to claim more happiness and satisfaction in this life.

Plafonnement de carrière : le cas des cadres de l'entreprise privée

LOUISE LEMIRE, Ph.D.
École nationale d'administration publique, Université du Québec
Montréal, Québec, Canada

CHARLES-HENRI AMHERDT, Dr.Ps., c.o.
Centre de recherche sur l'éducation et le travail, Université de Sherbrooke
Sherbrooke, Québec, Canada

La notion de carrière se retrouve actuellement en pleine mutation. Les individus sont maintenant appelés à occuper les mêmes postes pendant des périodes de plus en plus prolongées, et l'impossibilité de réaliser les objectifs de carrière entraînerait des conséquences individuelles non négligeables. L'on peut s'attendre à l'adoption éventuelle de comportements contre-productifs, de même qu'à des répercussions sur le bien-être physique et psychologique des individus.

Si, dans un tel contexte, l'individu doit de plus en plus prendre lui-même en charge sa carrière, l'organisation reconnaît de son côté que les ressources humaines constituent son meilleur atout et que rien ne peut se substituer à l'avantage procuré par des employés qualifiés et fiers d'appartenir à leur organisation. Selon plusieurs auteurs (Hall et Ass. 1996; Hall 1996; Kaye et Farren 1996), il s'agirait pour les organisations de mettre en place une nouvelle stratégie globale de gestion de carrière qui, plutôt que d'offrir la sécurité aux employés comme par le passé, favoriserait le développement d'un portefeuille d'habiletés et permettrait aux individus de croître de façon continue. Les auteurs proposent donc un modèle de gestion de carrière hybride qui comprendrait à la fois des «pratiques traditionnelles qui ont fait leurs preuves» et des «alternatives à l'évolution de carrière traditionnelle» (enrichissement des tâches, participation à des groupes de travail, échanges de responsabilités entre collègues, etc.).

Les objectifs de cet article sont de mesurer le niveau de plafonnement de carrière des cadres de l'entreprise, d'en évaluer les impacts individuels et de proposer à l'entreprise un modèle qui lui permettra de gérer efficacement la carrière des cadres.

LE CONCEPT DE PLAFONNEMENT DE CARRIÈRE

Selon Chao (1990), le plateau de carrière ne devrait pas être défini de façon objective, c'est-à-dire en fonction du moment où la probabilité d'obtenir une promotion est faible, mais plutôt de façon subjective, c'est-à-dire en fonction de la perception individuelle de l'évolution de sa propre carrière parce que c'est elle qui nous renseigne sur la façon dont l'individu perçoit, évalue et réagit à sa situation. La perception personnelle d'avoir ou non atteint un plateau devient alors plus importante que l'idée que s'en font les autres. C'est d'ailleurs cette définition du plafonnement que nous retenons dans cet article.

LES CONSÉQUENCES DU PLAFONNEMENT DE CARRIÈRE

Selon de nombreux auteurs, les individus qui se trouvent en situation de plateau adopteraient des comportements et attitudes contre-productifs (Raelin 1984; Raelin, Scholl et Leonard 1985; Gerpott et Domsch 1987) et éprouveraient des problèmes de santé physique et psychologique (Gaertner 1988). Sur le plan des attitudes et comportements, la situation de plateau amènerait les individus, par

exemple, à trouver d'autres sources d'intérêts à l'extérieur de l'organisation, à adopter une vision instrumentale du travail, à refuser d'accorder le soutien requis aux collègues de travail, à résister à tout changement dans le milieu de travail, à s'absenter sans raison valable et à manquer de ponctualité (Judge et Locke 1993; Carson, Carson et Bedeian 1995). Sur le plan du bien-être physique et psychologique, les cadres en situation de plateau vivraient un sentiment d'aliénation, de frustration et d'ennui (Korman, Wittig-Berman et Lang 1981; Little 1989; Bardwick 1986). Avec le temps, ils deviendraient également plus irritables, moins énergiques, taciturnes, cyniques, et seraient portés à adopter une mentalité de perdant. Les répercussions psychologiques de la stabilisation de la mobilité se manifesteraient également sous forme d'épuisement émotif, de perte d'identité, de dépression, d'épuisement professionnel, de diminution de l'estime de soi et d'augmentation de l'anxiété. Cette situation pourrait également mener au ressentiment dont les symptômes physiques pourraient inclure l'insomnie, les maux de tête, la dépendance aux drogues et à l'alcool.

ÉCHANTILLON

La collecte des données a été effectuée au printemps 1997 auprès d'un échantillon de 618 cadres d'une entreprise privée européenne. Un questionnaire prétesté comportant 267 questions a été distribué sur place. Le taux de réponse a été de 56 % (344 répondants).

Les répondants ont en moyenne 7,5 ans d'ancienneté dans leur poste actuel. Ils ont obtenu en moyenne 2,5 promotions au cours des 15 dernières années et leur salaire annuel se situe en moyenne entre 70 000 $ et 90 000 $. Environ 6 % des répondants occupent un poste de cadre supérieur, 48 % un poste de cadre intermédiaire, 40 % un poste de cadre de base et 3 % un poste de spécialiste hors fonction. Ils sont âgés en moyenne de 42,5 ans. Parmi les répondants, on compte 20 % de femmes et 80 % d'hommes. En terme de niveau de scolarité, 50 % d'entre eux ont un certificat fédéral de capacité, 24 % une maîtrise fédérale, 4 % un diplôme d'ingénieur ETS et 8 % un diplôme de 2e ou 3e cycle universitaire.

MESURE DES VARIABLES

Le plafonnement de carrière

La perception d'être en plafonnement de carrière est obtenue par la compilation de six indicateurs empruntés à Veiga (1981). L'utilisation de cette mesure continue du plafonnement de carrière tient compte de certaines critiques adressées aux recherches traditionnelles qui

traitent le plateau comme une réalité dichotomique, c'est-à-dire «être ou ne pas être en situation de plateau» (Chao 1990). La vision statique du plateau fait donc place à une conception dynamique et évolutive (Chao 1990; Gerpott et Domsch 1987) qui permet de mesurer le degré de plafonnement perçu par les cadres de l'entre-prise. Le coefficient alpha de Cronbach relatif à cette mesure est de 0,82.

Les conséquences individuelles

Quarante-quatre indicateurs ont été recensés dans différents écrits (Raelin 1984; Korman 1992) et mesurent les problèmes de comportements, d'attitudes et de bien-être physique et psychologique des répondants. Une analyse factorielle a permis de construire sept dimensions : perte de sens au travail, refus de s'impliquer au travail, problèmes de santé, recherche de sources d'intérêts externes, égocentrisme, manque d'éthique et relations conflictuelles (tableau 1). Les alphas de Cronbach relatifs à ces facteurs se situent entre 0,26 et 0,85.

Les caractéristiques individuelles

L'échelle mesurant le volontarisme est issue de Spector (1988). La mesure de huit ancres de carrière (technique, managériale, sécurité, variété, service, autonomie, identité, et créativité) est cohérente avec les études antérieures de Schein (1978) et de DeLong (1982). La mesure de l'attachement au travail est empruntée à Kanungo (1982), et celle de la persévérance au travail à Bandura (1988). Enfin, l'échelle de la motivation au travail comprend trois grandes dimensions (la motivation intrinsèque, la motivation extrinsèque et l'amotivation) issues des études de Blais et autres (1993). Les caractéristiques sociodémographiques incluent l'âge, le sexe, le niveau de scolarité, le partage de vie avec un conjoint et le nombre de personnes à charge. Les caractéristiques d'emploi comprennent des éléments fréquemment utilisés dans les recherches antérieures (Guérin et Wils 1993) : l'ancienneté dans le poste, le niveau de fonction, le nombre de promotions obtenues au cours des 15 dernières années, le niveau de salaire, le nombre de personnes supervisées directement, l'étape de carrière et l'état des qualifications professionnelles.

Les pratiques de gestion et les alternatives à l'évolution de carrière traditionnelle

Trente-cinq pratiques de gestion de carrière (Guérin et Wils 1992) et dix-sept alternatives à l'évolution de carrière traditionnelle (Hall et Ass. 1996; Hall 1996; Kaye et Farren 1996) ont été recensées dans la littérature. Nous avons regroupé ces pratiques et alternatives en douze dimensions : développement de carrière, planification de carrière, centre de carrière, mobilité de carrière, activités de formation, soutien à la carrière, rémunération, rétrogradations, transferts,

TABLEAU 1 Les conséquences individuelles du plafonnement de carrière

PERTE DE SENS AU TRAVAIL

- Manque d'intérêt ou ennui dans le travail
- Détachement émotionnel de l'organisation
- Insatisfaction de la vie professionnelle
- Absence de fierté à appartenir à l'organisation

MANQUE D'IMPLICATION AU TRAVAIL

- Refus de faire des heures supplémentaires
- Refus de prendre des initiatives
- Refus d'aider dans le cadre d'un travail
- Prestation uniquement du travail requis, jamais plus, jamais moins
- Refus d'accélérer le rythme de travail
- Refus de jouer un rôle de leadership

PROBLÈMES DE SANTÉ

- Stress
- Fatigue excessive
- Angoisse
- Agressivité ou irritabilité
- Maux de tête
- Découragement
- Difficulté de concentration et de réflexion

RECHERCHE DE SOURCES D'INTÉRÊTS EXTERNES

- Interrogation sur les nouvelles sources d'intérêts à développer à l'extérieur du travail
- Discussions ouvertes sur les possibilités d'emploi à l'extérieur de l'organisation
- Manque de ponctualité (retards au travail, aux réunions)
- Recherche de compensations en investissant plus de temps dans des activités non reliées à l'organisation

ÉGOCENTRISME

- Exigence de la satisfaction des privilèges (congrès, colloques, etc.)
- Feinte d'être trop occupé afin d'éviter d'accomplir certaines tâches ou travaux requis par le supérieur ou les collègues de travail
- Comportement excessivement indépendant dans le travail

MANQUE D'ÉTHIQUE

- Absences sans raison valable
- Occupation aux affaires personnelles pendant les heures de travail

RELATIONS CONFLICTUELLES

- Conflits avec les collègues
- Conflits avec le supérieur
- Court-circuit des contraintes bureaucratiques
- Conflits avec l'organisation

groupes de travail, affectations temporaires et mouvements de croissance. Les alphas de Cronbach relatifs à ces facteurs se situent entre 0,42 et 0,88.

LES CADRES DE L'ENTREPRISE PERÇOIVENT-ILS OU NON AVOIR ATTEINT UN PLATEAU?

Les résultats de l'enquête révèlent qu'une proportion non négligeable de cadres ont l'impression d'avoir atteint un plateau de carrière. De fait, 28,4 % des répondants s'estiment, à des degrés divers, bloqués dans leur carrière.

Les principales caractéristiques des cadres plafonnés sont les suivantes (voir tableau 2) : ils sont plus âgés, plus anciens dans l'organisation et dans le poste, ont obtenu moins de promotions que leurs homologues non plafonnés au cours des 15 dernières années et se trouvent en fin de carrière. Ce groupe comprend également ceux dont le prédécesseur a occupé peu de temps le même poste, les fatalistes, ceux qui sont peu attachés à leur travail, ceux qui ont une ancre technique, sécurité, autonomie ou service, les amotivés et ceux qui sont motivés extrinsèquement par régulation identifiée.

LES CONSÉQUENCES DU PLAFONNEMENT DE CARRIÈRE CHEZ LES CADRES DE L'ENTREPRISE

Les données qui apparaissent au tableau 3 indiquent que le plafonnement de carrière est relié à six des sept conséquences individuelles observées. Ainsi, plus les cadres de l'entreprise ont l'impression d'être bloqués dans la progression de leur carrière, plus leur travail perd de son sens, plus ils manquent d'implication dans leur travail, plus ils éprouvent des problèmes de santé physiques et psychologiques, plus ils sont à la recherche de sources d'intérêts externes, plus ils se tournent vers eux-mêmes, et plus ils ont tendance à développer des relations conflictuelles dans leur environnement de travail.

L'ENTREPRISE PEUT-ELLE GÉRER PLUS EFFICACEMENT LA CARRIÈRE DE SES CADRES?

Les analyses bivariées nous ont permis de constater que 13 des 52 pratiques de gestion et alternatives à l'évolution de carrière traditionnelle observées dans le cadre de la recherche réduisent la perception de plafonnement de carrière chez les cadres de l'entreprise. Ces pratiques et alternatives appartiennent à 6 des 12 dimensions précédemment énumérées, dont 5 dimensions sont reliées significativement au plafonnement de carrière : la planification de carrière

(R = - 0,27**), les mouvements de croissance (R = - 0,22**), le centre de carrière (R = 0, 15**), le développement de carrière (R = - 0,13*) et la mobilité de carrière (R = - 0,11*).

TABLEAU 2 Régressions des variables pour en expliquer l'impact sur le plafonnement de carrière des cadres de l'entreprise

VARIABLES	PLAFONNEMENT DE CARRIÈRE Sans contrôle des variables *Bêta*	Avec contrôle des variables *Bêta*	Par blocs de variables *Bêta*
Variables individuelles			
Âge		+ 0,282 **	
Ancienneté dans l'organisation	+ 0,289 ***	+ 0,209 *	+ 0,183 *
Ancienneté dans le poste actuel	+ 0,194 *		+ 0,208 **
Prédécesseur dans le même poste	- 0,247 ***	- 0,200 **	- 0,134 *
Nombre de promotions	- 0,265 ***		
Étape fin de carrière		+ 0,215 **	+ 0,130 *
Ancre managériale	- 0,124 *		
Ancre technique	+ 0,199 **	+ 0,164 *	
Ancre autonomie	+ 0,133 *		
Ancre variété	- 0,251 ***		- 0,163 *
Ancre service	+ 0,202 **	+ 0,176 *	
Ancre sécurité		+ 0,172 *	
Attachement au travail	- 0,194 **		
Volontarisme		- 0,179 *	- 0,148 *
Amotivation	+ 0,287 ***		
Motivation extrinsèque par régulation identifiée	+ 0,261 ***		
ΔR2		*0,552*	*0,463* ***
R^2	*0,589*		
Pratiques de gestion et alternatives à l'évolution de carrière traditionnelle			
Mouvements de croissance	- 0,229 ***	- 0,234 ***	- 0,133 *
Planification de carrière	- 0,211 ***	- 0,226 **	- 0,244 *
ΔR2		*0,078*	*0,075* *
R^2	*0,096*	*0,630*	*0,538*

*** $p \leq 0,001$ ** $p \leq 0,01$ * $p \leq 0,10$

Note : Seules les variables significatives apparaissent dans ce tableau.

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TABLEAU 3 Les conséquences individuelles reliées significativement au plafonnement de carrière

	PSE	MI	PSA	RSIE	EGO	RC
PLAFONNEMENT DE CARRIÈRE	+ 0,35 **	+ 0,23 **	+ 0,28 **	+ 0,13 *	+ 0,20 **	+ 0,21 **

** $p \leq 0,01$ * $p \leq 0,05$

Note : Ces liens ont été mesurés par le coefficient R de Pearson.

PSE Perte de sens au travail
MI Manque d'implication au travail
PSA Problèmes de santé
RSIE Recherche de sources d'intérêts externes
EGO Égocentrisme
RC Relations conflictuelles

Nous avons également adopté une démarche multivariée qui permet de tenir compte de la contribution des variables individuelles et des pratiques et alternatives dans l'explication de la variance du plafonnement de carrière. Les types de régressions effectuées apparaissent au tableau 3.

L'effet des dimensions «planification de carrière» et «mouvements de croissance» est important. Ces deux dimensions sont stables puisqu'on les retrouve toutes deux dans les résultats des trois modèles de régressions utilisés. Il s'agit donc de dimensions incontournables.

On retrouve donc deux dimensions incontournables pour gérer le plateau de carrière, c'est-à-dire la planification de carrière et les mouvements de croissance. Trois autres dimensions importantes issues des analyses bivariées composent ce modèle de gestion de carrière des cadres de l'entreprise; il s'agit du centre de carrière, du développement de la carrière et de la mobilité de carrière.

Notons que dans tous les cas, c'est l'absence de pratiques et alternatives relatives à ces dimensions qui contribuerait à renforcer le sentiment de plafonnement chez les cadres.

CONCLUSION

Les résultats de l'enquête démontrent que près de trois cadres sur dix de l'entreprise perçoivent, à des degrés divers, être dans une situation de plafonnement de carrière. Nous avons également démontré que la perception de plafonnement entraîne des conséquences qui méritent d'être prises en considération. De fait, sur le plan

individuel, plus on a le sentiment d'être plafonné, plus on a tendance à adopter des attitudes et comportements contre-productifs et plus on éprouve des problèmes de santé physiques et psychologiques.

Par ailleurs, si le sentiment de plafonnement de carrière est relié à des caractéristiques sociodémographiques, d'emploi et de personnalité, il est également fonction de certaines pratiques de gestion de carrière. Il importe donc que l'on mette en place des pratiques visant à gérer efficacement le plafonnement de carrière et ses conséquences en tenant compte, d'une part, des caractéristiques et attentes des cadres de l'entreprise et, d'autre part, des besoins organisationnels.

Une solution globale au plafonnement de carrière devrait donc passer par une redéfinition et/ou un renforcement des pratiques de gestion de carrière. De fait, un modèle de gestion de carrière émane des résultats de l'enquête, et suggère l'implantation de nouvelles pratiques et le renforcement de pratiques déjà en place. Ces pratiques de gestion ont trait à la planification de carrière, aux mouvements de croissance, à la mise en place d'un centre de carrière, au développement de la carrière et à la mobilité de carrière.

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The role of diagnostic assessment in career exploration

MARCEL JEAN, B.A., C.V.O., A.R.P., C.V.E.
Career Systems Canada Ltd.
Toronto, Ontario, Canada

INTRODUCTION

As changes occur in the roles of career counsellors, and funding limits the number of resources available to job seekers, it is increasingly important to define the needs of individuals and identify appropriate services. Specifically, a greater emphasis on individual assessment should be stressed. For the purposes of this paper, assessment is defined as:

> a comprehensive process conducted over a period of time... with the purpose of identifying individual characteristics, education, training and placement needs, serving as the basis for planning an individual's education (and/or employment) program which provides the individual with insight into vocational potential (Dahl/McCray as quoted in Leconte 1997).

Typically, the focus of assessment is either psychological or vocational. Theoretically, both types of assessment can be geared to helping individuals in the return to work. Psychological assessment obviously would have a stronger emphasis on the individual in terms of social, emotional, and behavioural factors. The vocational assessment has a stronger concentration on work skills and abilities and job matching. Ideally, both types of assessment have a role in assisting individuals; however, the role of diagnostic vocational assessment is the subject of this paper.

LEVELS OF DIAGNOSTIC ASSESSMENT

Different levels of assessment can be defined, ranging from interviewing to counselling and testing. More formally, the levels are identified as screening—clinical or exploratory—and vocational evaluation/assessment (Fry and Botterbusch 1993 as quoted in Pruitt and Leconte).

Level I: Screening[1,2]

Screening involves an interview or series of interviews to determine the need for evaluation or other services. In many situations these sessions are known as intakes or initial interviews. At this point, employability is assumed. Those people who can go into training or employment with minimal orientation, counselling, testing, or evaluation/assessment would proceed to the recommended services. Other individuals who require additional services would proceed to Level II. Screening is similar to the guidance procedures used by high-school counsellors or rehabilitation counsellors in one or two interviews. Extensive reliance is placed on client statements of

choice, competence, and job history. It may be supplemented with additional routine information available in normed aptitude tests, medical or psychological reports.

Level II: Clinical or exploratory[1, 2]

The clinical or exploratory level involves intermediate evaluation and work adjustment services. Services at this level may be performed by the intake agency or by the referral organizations. Evaluation within this phase should focus on the client's vocational potential and determining vocational objectives. If the client is not ready for employment at the end of this phase, advancement to the next phase is made.

In addition to the methods used in screening, the clinical method uses detailed recovery of personal history (securing and synthesizing the findings of other agencies and professional persons), clinical interpreted tests, and several hours of interaction between counsellor and client.

Level III: Vocational evaluation/assessment[1, 2]

The vocational evaluation or assessment level is for those clients who need extended evaluation or long-term services. This phase is generally for those clients with multiple barriers or multidimensional problems. Vocational evaluation is the third level of assessment in a sequential strategy. This process involves placing the client into real or simulated work experience within a controlled setting. It typically involves observations and interpretation of these observations.

For the purposes of this paper vocational evaluation is defined as "a comprehensive process that utilizes work, real or simulated, as the focal point for assessment and vocational counselling to assist individuals in vocational development. Vocational evaluation incorporates medical, psychological, social, vocational, educational, cultural, and economic data to assist in the attainment of the goals of the evaluation process" (Dowd as quoted in Pruitt).

As described, the three levels of assessment flow sequentially into one another. The needs of the client, in a way, dictate the range of services and also depth of services to be provided. The goal, as always, is to provide sufficient service to allow the client to enter or re-enter the workforce within the shortest period of time.

When dealing with individuals, the likelihood of being able to provide the same set of services to each and have a successful program outcome is slight. Unfortunately, the cost of individualized

services has been limiting in most cases. The separation of services into levels supports the joining of community agencies (private and/or public) to meet the needs of clients which is a more common trend to enable a well-rounded program of services. The levels of assessment show a progression designed to provide a greater range of services to the client with the most needs. As a result, the number of clients that progress to Level III is significantly lower.

Although an argument could be made for all individuals to participate in vocational evaluation/assessment, again the cost becomes a factor. As mentioned, the client group that most likely would be referred or identified for vocational evaluation is those considered to be multi-barrier or multi-dimensional problem clients.

TYPES OF CLIENTS THAT BENEFIT FROM VOCATIONAL EVALUATION/ASSESSMENT

In working with a variety of clients, it is safe to say that, even in cases where multi-barrier/multi-dimension problems exist, Level I and Level II investigation will lead to positive results. The greatest difficulties as well as barriers appear to occur when individuals show signs of limited vocational awareness or unrealistic expectations. The most common among these include:

Flatliners

This category includes individuals who have difficulties with decision making and indicate that they either like or dislike everything. In completing interest surveys, these individuals will show an even rating in each of the categories. Usually the result is a high interest in every category or a low interest in every category. In some cases each interest will negate another. Similarly, when rating skills or abilities these individuals will rate themselves as highly skilled in each area or underskilled in each area. As a result, the information gathered is not very useful and not very accurate for career decision making.

Copycats

The individuals in this group have planned their vocational goals through observing others and identifying with the duties that they see being performed. A good example of this is the scenario where, when working with youth, they will often identify strongly with the goal of becoming a social worker. Sadly, when asked why they have chosen this option, it is because they have first-hand knowledge of this occupation and limited knowledge of any other. They demonstrate limited vocational awareness not only of types of

occupations but also the essential duties involved. Most would respond, "I think I would like this job because you spend your day talking to people."

Money minders

These individuals are identified by their eagerness to explore the incomes related to occupations rather than the skills or activities involved. Comments such as "I have a friend who makes $50,000 a year with computers. I would like that," are the norm. Although it can be agreed that financial gain is an important facet of a career, it is not as important as other factors, such as suitability of skills and abilities, awareness of essential duties, etc. It is also important to realize that, from a sponsor's perspective, investment in the education and training has to be justified.

Seekers

The title of seeker implies that the individual is conscientiously searching for employment. In reality seekers are searching for a prolonged route to employment/re-employment. They identify the need to further participate in programs and determine that the only way to gain employment is by being provided with extensive opportunities for formal upgrading and job-specific training.

Daredevils

Daredevils, on the other hand, are willing to return to employment at any cost. Usually they are dealing with health or physical (and sometimes economic) problems and are willing to put themselves at risk. This is probably one of the most difficult situations because it deals with a lot of adjustment to injury issues. In some cases, although the information is helpful, it may lead to discussions of weaknesses and limitations rather than strengths and abilities.

Ultimately, in each of these scenarios the proper use of diagnostic vocational evaluation will help to identify realistic employment goals. The result for the funding agency, organization, or sponsoring agency is a valid identification of the quickest path to return-to-work. In most cases this path is also the most cost effective.

It should be noted that the benefits to the client are also an important consideration. Dunn and Korn (as quoted in Pruitt) determined that clients have a greater awareness of goals and are able to take independent action to attain these goals as a result of vocational evaluation. Clearly the ability to better understand the world of work and our own skills and abilities will result in empowerment and self-reliance.

THE TOOLS AND TECHNIQUES OF DIAGNOSTIC VOCATIONAL EVALUATION/ASSESSMENT

The methodology of vocational assessment/evaluation involves a variety of tools and techniques. Methods of vocational evaluation include:

1. **Review of background information**
   This review includes documentation from Levels I and II activities as well as vocational, medical, and psychological information that is available.

2. **Work history/transferable skills analysis**
   The transferable skills analysis involves a detailed exploration of a client's work history to identify aptitudes and skills demonstrated by experience. This information is compiled and a profile of worker aptitudes and abilities is developed, which can be used to match clients to alternative occupations or can be used as a pre-assessment tool for vocational assessment.

3. **Physical capacity assessments**
   The physical capacity assessment is typically used in rehabilitation to determine the capabilities and limitations of an individual after an accident or injury. The expertise of an occupational therapist, physiotherapist, or kinesiologist is required to complete such an assessment. The results identify capabilities in each of the physical demand areas (i.e., strength, stooping/crouching, reaching, etc.).

4. **Psychometric testing**
   Psychometric testing includes interest inventories, temperament surveys, aptitude tests, dexterity performance tests, learning style inventories, and others. Many of these exercises can be included in Level II assessments. Many exercises in this category that relate to employment consist of surveys and do not involve actual testing. Although informative, the meaning of the results is sometimes unclear. In many cases surveys can be directed by the respondent to show a desired result. For example, someone reporting an interest in computer repair would respond positively to questions involving the skills that are assumed necessary. In some cases this flaw can be avoided by administering multiple exercises with different formats, then looking for consistent findings.

5. **Work sampling**
   Work samples provide an opportunity to actually assess skills and abilities. The concept of work samples has a long and varied

history involving the assessment of workers on specific tools and machines in a work environment. The idea has evolved into a series of tools designed to assess specific aptitude factors. By design, work samples are representative of these aptitudes rather than specific jobs, so are sometimes criticized for lacking face validity. However, the fact that aptitudes are being demonstrated allows the results of these tests to be matched to real jobs. For example, if an individual shows a high degree of finger dexterity or verbal aptitude in performing a work sample task, these scores can be matched to occupational titles involving these skills at these levels. The use of work samples meets the criteria of "real or simulated" work in a "controlled environment."

Norm reference versus criterion reference tests

A variety of work samples are available commercially, but not all are created equal. The difference between norm reference and criterion reference materials is paramount in selecting these instruments. Norm referenced tests (work samples, academic achievement, and others) are competitive, comparing people to other people. This is not a problem if the norm population used in development of the test matches the profile of the client being assessed. Criterion-referenced norming is non-competitive, comparing people directly to jobs. This is achieved, in the case of work samples, by analysing the demands of the jobs for aptitude, then designing activities that match these factors. If an individual completes the exercise competitively, it could be determined that she should be able to perform the essential duties of the job. Here is an example to illustrate norm-reference versus criterion-reference results.

> An alumnus offers to finance a trip to a national track meet for all team members who have the ability to compete at that level. The track coach holds tryouts. He picks everyone whose time in the 100-yard dash falls above the 90th percentile. This is norm-referenced testing. His request for funds is rejected because he does not know whether his runners can compete at the required level. He runs a second tryout, having established that 10 seconds in the 100-yard dash is competitive in the event. He now picks those who run the dash in 10 seconds or less. This is criteria-reference testing. He knows the runners he selected can compete. He gets the funds (Valpar International Corp.).

The use of criterion-referenced work-sample testing provides a more valid result when exploring the ability of potential workers to perform in real work situations.

6. Job try-outs/work trials

This method of assessment is commonly used in specialized work programs and is not as common in rehabilitation or vocational evaluation facilities. Although the use of work trials meets the criteria of "real or simulated work," it may not be feasible to have a "controlled work setting" without a great deal of care and attention. Work trial environments are sometimes combined with specific training components and emphasize competency development and routine assessment to match individuals to areas that require further development. In most cases these programs involve a longer commitment on the part of the client and the counsellor. In some cases, short work trials may be used in industrial settings to identify workers eligible for promotion or to select new workers.

7. Observation

Observation allows the trained counsellor to identify areas of concern that may lead to further exploration. Observing the abilities of an individual to perform specific work tasks may suggest that he could perform the tasks at a level that would meet employer expectations. However, observation also includes secondary characteristics ranging from communication abilities, ability to follow instruction, frustration levels, concentration, and quality/quantity of work. These observations will ultimately influence the choice of occupational alternatives that will be included in the final report.

8. Job analysis

With the increased use of technology and the changes in the world of work, job analysis has grown in importance over the past few years. The world of diagnostic testing has not kept up. As well, the information available through occupation dictionaries is increasingly weakened by these advances. Job analysis is the process of creating a work profile including: essential duties, aptitude and general education ratings, physical demands, and interest factors as they appear in the *Canadian Classification and Dictionary of Occupations* (CCDO) and the *Dictionary of Occupational Titles* (DOT). The technique involves visiting work sites and observing workers. The guidelines for job analysis are

outlined in the *Revised Handbook for Analyzing Jobs* (U.S. Department of Labor 1991).

The listing above outlines the eight most commonly used methods of diagnostic assessment in career exploration. This is not to say that every method is used in every case. A true vocational assessment evolves based on the needs of the individual and in some cases the needs of the referring agent or funding service.

Walter Pruitt (1986) describes the following "common pattern of vocational assessment":

1. referral and intake
2. orientation
3. initial interview
4. preliminary testing
5. evaluation planning
6. vocational assessment
7. exploration
8. feedback

The results of the vocational evaluation generally provide an indication of vocational interests; a profile of the individual's demonstrated aptitudes and skills; a determination of academic potential for upgrading, training, or retraining; a listing of observed behaviou-ral assets and limitations; a listing of suitable employment or self-employment alternatives; and a recommended plan of action.

CONCLUSION

In conclusion, the goals and objectives of the diagnostic assessment can be described as follows: to identify a positive outcome for the client being served (i.e., realistic employment options); to identify the work-related capacities of—and barriers to—the individual; to identify future services that might benefit client; and to reduce or eliminate the barriers or disabilities of the individual being served (Pruitt). In many cases, the evaluation alone can foster these changes.

ENDNOTE

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Training career development facilitators in ethical decision-making*

VALERIE G. WARD
Valerie G. Ward Consulting Ltd.
Vancouver, British Columbia, Canada

* *The training module described in this article was collaboratively designed by Jane Goodman and the author.*

INTRODUCTION

Career development services are offered in diverse settings by practitioners with a wide range of educational backgrounds and work experiences. In recent years, significant efforts have been underway within and beyond Canada to bring greater clarity and consistency to the preparation of career development practitioners, to enhance the availability and accessibility of learning opportunities for practitioners, and to establish methods for formal recognition of their learning.

Many of those delivering career development services function within a challenging environment where, along with reduced funding, they face rising expectations and increased accountability for cost-effectiveness, service quality, and demonstrable outcomes. Needs have been identified and initiatives undertaken to better articulate and clarify the "scope of practice" for various roles, to develop standards or guidelines for practice, to define core competencies and specialties, to develop ethical guidelines, and to build curriculum and other supports to assist practitioners in fulfilling their roles effectively.

One ambitious undertaking, in response to these needs, was the development of the national curriculum for training of Career Development Facilitators (CDFs) (Hoppin and Splete 1996). This curriculum, designed by the Career Development Training Institute at Oakland University, and funded by the National Occupational Information Coordinating Committee (NOICC), is now being used nationally within the U.S. for the training of career development practitioners. The program is designed for those seeking a viable alternative to the "nationally certified career counsellor" designation which requires a master's degree. Completion of the CDF program (or its equivalent) is one of the core building blocks for the certification of CDFs that is now available through the Council for Credentialing in Education (CCE).

The purpose of this article is to introduce the most recently developed module of this curriculum, designed to train CDFs in applying processes of ethical decision making and in reflecting on dilemmas concerning their scope of practice. It will be presented in five parts:

1. Background: Why and how the module was developed
2. A "generic" decision-making process for ethical and scope-of-practice dilemmas
3. Scope of practice: Managing role boundaries
   - Key "scope of practice" questions
   - CDF competencies
   - Analysing role boundaries
   - Applying decision making to scope-of-practice dilemmas

4. Applying decision making to ethical dilemmas
5. What next?

PART 1: BACKGROUND—WHY AND HOW THE MODULE WAS DEVELOPED

The need

The idea to enhance the CDF curriculum with a training module on ethics and scope of practice was raised in mid-1995 at the first training for trainers in the program. Trainers felt there should be a deeper examination of the CDF role and responsible practice, stressing that CDFs needed:

- to be clear about their "scope of practice," i.e., the boundaries of (a) their competencies and (b) their roles as CDFs ("what is within/beyond my role to do?")
- to be able to utilize a process for working through dilemmas they face about the scope of their roles[1]
- to gain experience in recognizing and reflecting on ethical/role dilemmas and applying decision making to these dilemmas
- ultimately (after training) to apply ethical guidelines and decision-making processes, as required, in day-to-day situations on the job

The module on ethical decision making and scope of practice in the context of CDF curriculum as a whole

As with developing the full curriculum (Hoppin and Splete 1996), the project to develop the ethics module was undertaken by the Career Development Training Institute (CDTI) at Oakland University, Rochester, Michigan, through funding from NOICC. The module was co-designed by Jane Goodman and Valerie Ward, under the supervision of Judith Hoppin.

As noted above, the module was designed to be integrated into the larger curriculum for career development facilitators (120 hours). The full curriculum comprises four modules:

Module 1 Career development overview, theory, and information
Module 2 Helping and assessment skills
Module 3 Career information, resources, and program design
Module 4 Reality checks, goal-setting, and action steps

While the ethics curriculum has now been integrated into the four modules, it can also serve as stand-alone module for the professional development of CDFs. Its duration is 6–12 hours, depending on the extent of practice provided for working with case examples.

Module purpose

The purposes of this module are:

- to familiarize CDFs with two key documents: (a) the Ethical Standards for Nationally Certified CDFs and (b) the list of CDF competencies; and
- to invite CDFs to reflect on (a) ethical and (b) "scope of practice" or role boundary issues (these terms are used interchangeably) and teach a process they can use in responding to such dilemmas

Some challenges in designing the module

Particular challenges to be addressed in designing this module included the following.

- Multiple and varied work roles are found within the broad domain of CDF work life. Participants are learning a broad set of CDF skills, yet these "translate into the world" in diverse ways. The framework for learning within the module needed to be flexible to accommodate variations that might be needed for various subgroups, settings, and organizations.

- Differences between Canadian and American settings had to be taken into account. (The project headquarters are based in the U.S., and the larger curriculum design reflects the American setting, e.g., the career and labour market information sources are American). In Canada, there is no set of national ethical guidelines for CDFs or career development. These will be developed over the next 1 or 2 years as part of the initiative to develop national standards and guidelines for career development.

- The "CDF" term is relatively new; it was only formalized as the training was being finalized. Therefore, for many people, the boundaries of CDF roles are still somewhat ambiguous.

- The competency framework and ethical guidelines used in the CDF curriculum are derived from those used for professional career counsellors, as set out by the National Career Development Association. Do these adapted documents reflect the "real world" of CDF roles? They offer a good starting point and we can expect them to evolve as experience grows.

- A concrete tool/workbook or structure was needed for journal-writing to help "operationalize" the ethical decision-making processes outlined by Schulz (1995a, b).

- Literature specific to the subject of "scope of practice: managing role boundaries" appeared to be very limited, at least in the career development field.

- While operating in an ambiguous environment, the processes outlined in the module needed to result in increased clarity and genuine help with decision making, while respecting the CDF ethical standards and the competency framework for the CDF role.

The relationship between ethics and scope of practice

Most helping professions and many agencies have codes of ethics, i.e., written codes of conduct or actions advocated by the profession. Such codes do not provide a set of rules for each situation, but rather provide the principles to be interpreted and applied to specific circumstances.

Most ethical codes include a statement to the effect that one should not practise beyond the limits of one's competence. Professional responsibility or ethical practice thus must include awareness of the "scope of practice" within which one must operate. But circumstances often arise that challenge one's ability to maintain those boundaries.

Statements of competency are another kind of benchmark of professional behaviour. Statements of competency for any helping profession must include behaving ethically (or complying with ethical standards) as a critical competency.

It is evident, then, that neither ethical standards nor competency statements is more important than the other in guiding behaviour. They have a reciprocal relationship and each reinforces the other: ethical behaviour is considered a critical competency, and practising within one's competencies is considered a vital part of ethical practice.

Another determinant of "what is within my role to do" is the position description of a particular role within a particular organization. Although trained as a "generic" CDF, one may be in a work role that specializes in one or two of these areas. Role dilemmas may arise, for example, when a situation calls for certain competencies that individuals have but the action is not within their role to do. Exceptions are sometimes made, but when are they appropriate? Role descriptions and competency statements specific to a particular role are other important sources to consider in working through role

dilemmas. The process for working through scope of practice issues thus includes reflection on both "what I know how to do" (competencies) as well as "what is within my role to do." This process is depicted in figure 1 and elaborated upon in the following section.

Use of case examples in the training

Since the module is intended to heighten awareness of ethical and scope-of-practice dilemmas and develop effective ways of responding to such dilemmas, much of the learning occurs through case examples. Where possible, these are adapted from real life case examples identified by the group.

Most participants in CDF training are employed in the field. From the beginning of their training, they are encouraged to keep track in their journals of situations they encounter where they feel "in over their heads" or uncertain what to do. For homework, they are invited to apply the decision-making processes to their own dilemmas. Norms are established within the training group to protect privacy and confidentiality, and if their own dilemmas are shared, the identities of clients are fictionalized.

Numerous case examples are provided in the module, adapted from sample situations gathered during the research phase.

PART 2: A "GENERIC" DECISION-MAKING PROCESS FOR ETHICAL AND SCOPE-OF-PRACTICE DILEMMAS

A generic decision-making process was developed, adapted from Schulz (1995a, b), that could be used in working through both ethical and scope-of-practice issues, as follows.

Decision-Making Process

Step 1 Recognize the problem situation and ethical/scope-of-practice issues
Step 2 Consult standards and/or CDF role and competencies
Step 3 Assess options for action
Step 4 Consider your feelings and emotional responses
Step 5 Take action and follow up

A number of these steps include optional activities, which may or may not be used, depending on the nature and level of difficulty that the dilemma presents. A key component of step 3 is the balance sheet where options for action and their probable consequences are examined.

Step 4 above is one that most models omit; however, in this approach the emotional dimension is viewed as a source of critical information, especially when we feel "stuck." This is based on the belief that, once we attend to them, emotions often tell us the underlying truth of a situation and "what we need to do" before we can conceptualize it.

To illustrate and translate these steps into practice, work sheets are provided within the training as guides for reflection (usually through journal-writing), applying the decision-making process to ethical/scope-of-practice dilemmas. Before practising, learners are walked through completed examples of the work sheets, then are provided with blank guides for working through the examples provided and/or their own cases.

PART 3: SCOPE OF PRACTICE—MANAGING ROLE BOUNDARIES

Key "scope of practice" questions

The key questions posed for self-reflection on scope-of-practice issues are:

- What do client needs and the situation call for?
- Is it within my competence to do?
- Are there exceptional circumstances I need to consider?
- What supports can I/the client draw upon to help meet these needs?
- What actions make the most sense for me (or the client) to take?

CDF competencies

There are 12 areas of CDF competency that form the basis of the training program and that are taken into account in responding to the second question: "Is what's required within my role and competencies to do?"

- helping skills
- labour market information and resources
- assessment (with supervision)
- diverse populations
- ethical and legal issues
- career development models
- employability skills
- training clients and peers
- program management and implementation
- promotion and public relations
- technology
- supervision

Analysing role boundaries

The following chart was developed as a tool to assist CDFs in reflecting on the scope of their role when faced with role boundary or "scope of practice" dilemmas. The chart serves as a guide in answering three kinds of questions at once: Is what's required (a) within my role and (b) within my competencies to do; and also (c) if not within my role and/or competencies, what should I do?

FIGURE 1 Scope of practice: Role boundary analysis chart*

	Know how	Don't know how	Not sure about own competence to do
Within role	Proceed (ethically responsibly)	Learn how (skill development	Consult with supervisor · Do under supervision · Refer to supervisor or colleague
Outside role	Consider context (e.g., rural, urgency); where possible, delegate/refer	Don't do it (refer)	Don't do it (refer)
Not sure if within role or not	Consult with supervisor	Consult with supervisor	Consult with supervisor

* Excerpt from J. Hoppin and H. Splete (eds). *Curriculum for Career Development Facilitators*. Rochester, MI: Career Development Training Institute, Oakland University and Washington, DC: National Occupational Information Coordinator Committee, 1996. Used by permission of the National Occupational Information Coordinating Committee. Washington, DC.

When this chart is first introduced, it is shown in a blank format on a flipchart and trainees are asked what they would normally do in circumstances covered in each cell of the matrix. For example, "What do you normally do when you have determined that what the client requires is within your role and you definitely know how to do it?" Completing each of the cells in this way leads to a rich discussion and valuable insights about how to handle difficult scope-of-practice dilemmas.

The completed chart in figure 1 is then provided for future reference, as trainees problem-solve with other examples. A blank version of the matrix contained within the work sheets becomes a tool for

personal reflection in examining the competencies required to address a specific dilemma. Once the chart is completed, CDFs are able to see whether they have the competencies the situation calls for, as one basis for determining how to handle a problem situation.

Applying the decision-making process to scope of practice dilemmas

The following steps are followed in working through a scope-of-practice dilemma:

- identify the dilemma
- work through the decision-making process
- discuss with peers/supervisor/case conference as appropriate

PART 4: APPLYING THE DECISION-MAKING PROCESS TO ETHICAL DILEMMAS

With ethical dilemmas, a process is followed similar to the one described for scope of practice, except that in these cases the source document referenced is the CDF ethical guidelines. In considering what the situation calls for, instead of examining the relevance of specific competencies in addressing the dilemma, one looks at what ethical guidelines should be applied.

When guidelines are in conflict or a further reference point is needed, one turns to the moral principles underlying the ethical guidelines (the same ones that underlie most helping professions) (Schulz 1995a, b):

- acknowledge sanctity of life
- avoid willfully harming others
- keep promises
- care responsibly
- acknowledge responsibility to society
- respect people's rights to determine their fates

However, these principles, too, can conflict with each other. Cultural and religious beliefs influence one's view of these principles, e.g., in looking at the last principle above, in some cultures communities play a more significant role than individuals in determining the individual's role and "fate."

Other program elements

Other elements of the ethics module include:

- case conferencing with ethical/scope-of-practice issues

- personal improvement plans to help CDFs address identified learning needs

PART 5: WHAT NEXT?

As noted above, this training module has now been incorporated by NOICC into the CDF curriculum. Over the coming months, training of CDFs in the ethics module as a standalone workshop will be conducted within Canada and the U.S. Training in this module will now be incorporated by NOICC into future training of trainers in the CDF curriculum. Some other examples of possible next steps include the following.

- NOICC is currently considering ways to address supervision and coaching needs of CDFs. This is expected to include developing methods of training supervisors in working with CDFs on ethical and scope-of-practice issues.

- Further tools to support CDFs in self-assessing competencies, planning professional development, and tracking ethical/scope-of-practice dilemmas could also be helpful, as would a casebook to assist CDFs, as well as supervisors, in working through ethical/scope-of-practice dilemmas.

- The Canadian Career Development Foundation (CCDF) is currently seeking funding to work with partners to produce an adapted Canadian version of the full CDF curriculum. As ethical guidelines are developed through the national standards initiative, they will be incorporated into a Canadian version of the ethics module.

As the field of career development continues to evolve and grow, there will always be a need to address ethical and scope-of-practice dilemmas. Based on the response to the training material to date, practitioners and CDF instructors welcome the opportunity to reflect on and discuss these dilemmas. The tools and processes contained within this new module of the CDF curriculum appear to offer a valuable starting point to assist them in examining these important issues.

ENDNOTE

1. Although strongly related, the competencies and roles of CDFs are distinguished from "career counsellors." To be certified as a career counsellor (NCCC) requires completing a master's program and exam through the National Board for Certified Counselors (NBCC); the intention is that CDFs would be supervised by NCCCs.

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For further information on the CDF curriculum (e.g., definition of the term career development facilitator, *rationale for training of CDFs, how the curriculum was developed, endorsements, and future plans for the curriculum), contact NOICC at 2100 M Street, Suite 156, Washington, DC 20037. Telephone: (202) 653-5665* (www.noicc.gov) *or the Career Development Training Institute, Oakland University, Rochester, Michigan 48309. Telephone: (248) 370-3040.*

Un guide au service du partenariat

MARCELLE GINGRAS
DENIS MARCEAU
Centre de recherche sur l'éducation et le travail (CRET)
Université de Sherbrooke
Sherbrooke, Québec, Canada

GRAHAM WEEKS
Conseil-industrie-éducation du Montréal métropolitain (CIEMM)
Montréal, Québec, Canada

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PRÉSENTATION DE NOS TRAVAUX SUR LE THÈME ÉDUCATION-TRAVAIL

Depuis plusieurs années, des membres du Centre de recherche sur l'éducation et le travail (CRET) de la Faculté d'éducation de l'Université de Sherbrooke mènent des travaux sur le thème du partenariat éducation-travail comme modèle de formation. De ce fait, ils étudient les rôles, les objectifs et les besoins des éducateurs-intervenants (enseignants, conseillers d'orientation, administrateurs, employeurs, etc.) et des milieux impliqués comme partenaires dans l'éducation à la vie de travail des jeunes et des adultes (écoles, services éducatifs, entreprises, organisations, familles, etc.). Ultimement, ces chercheurs visent l'implantation de ce modèle dans des institutions de formation générale et professionnelle.

Plus spécifiquement, les recherches fondamentales et appliquées sur le partenariat éducation-travail sont de différentes natures. Il s'agit, entre autres, du développement d'un modèle de partenariat pour l'école secondaire, de l'étude descriptive des pratiques éducatives de partenariats école-entreprises dans le cadre du programme des cheminements particuliers de formation et de la collaboration des entreprises dans la promotion de la formation professionnelle spécialisée et dans la formation aux métiers semi-spécialisés. Parmi les principales réalisations écrites dans ce domaine par des membres du CRET, nous retrouvons le livre intitulé *École et entreprise. Vers quel partenariat?* (Landry et Serre 1994) ainsi que *Banque d'entreprises, d'organismes et d'associations : Le monde du travail, une ressources éducative* (Marceau et Gingras 1993).

Pour sa part, le Conseil industrie-éducation du Montréal métropolitain (CIEMM) a comme mission le développement, l'amélioration et la promotion de la coopération entre les milieux de l'entreprise et de l'éducation, ainsi que le regroupement de personnes engagées dans de telles activités. Il agit donc comme catalyseur entre les milieux de l'entreprise et de l'éducation. Depuis sa fondation en 1987, le CIEMM a mis sur pied une programmation en vue de favoriser l'échange d'information entre les intervenants entreprise/éducation et de veiller à l'établissement de partenariats entreprise/éducation. Cette programmation consiste en diverses activités qui sont offertes en fonction des besoins et des conditions du milieu concerné :

Tête-à-tête

- Des petits déjeuners-causeries, carrefours d'idées, d'échanges et de rapprochement entreprise/éducation.

Choix

- Un programme conçu pour les élèves du 3e secondaire.
- Des gens d'affaires animent des séminaires axés sur l'importance des études et la prise de décision, notamment la décision de rester aux études ou de décrocher.

Maillage

- Des visites industrielles pour les professionnels en orientation scolaire et en éducation au choix de carrière.
- Une mise à jour sur l'évolution du marché du travail.

Soirées du CIEMM

- Des tables rondes sur les enjeux entreprise/éducation où le partage d'information, l'échange d'expériences et l'interaction sont à l'honneur.
- Des thèmes comme le décrochage, l'orientation, la motivation et l'emploi sont abordés.

Info-partenariat entreprise/éducation

- La création d'une banque de données de partenariats actuels et d'expériences innovatrices dans le domaine entreprise/éducation.

Grâce aux activités offertes, le CIEMM donne l'occasion aux gens d'affaires de mieux comprendre les enjeux éducatifs et d'influencer le monde de l'éducation. Également, les éducateurs peuvent mieux comprendre les enjeux du milieu des affaires et saisir leur rôle dans le contexte du marché de l'emploi. Ainsi, tous et chacun sont en mesure de participer à la mise sur pied d'une école mieux adaptée aux besoins de la société d'aujourd'hui.

DESCRIPTION DE NOTRE PROJET DE RECHERCHE ACTUEL

Dernièrement, des membres du CRET et du CIEMM ont uni leurs efforts dans le but de traduire et d'adapter un guide pour les éducateurs et les employeurs afin de développer des partenariats entre l'école et le monde du travail. Ce document publié par le Conseil industrie-éducation d'Hamilton Wentworth (O'Connor et Allen 1996) existe actuellement en version anglaise uniquement. Dans un premier temps, nous décrivons les principaux éléments de contenu retenus pour le travail de traduction et d'adaptation. Par la suite, nous expliquons les particularités que nous désirons introduire à l'intérieur de ce document et par rapport à son mode d'utilisation.

ÉLÉMENTS DE CONTENU DU GUIDE

1. La description du partenariat en éducation

Une définition du partenariat en éducation

Divers organismes et chercheurs universitaires ont élaboré une conception du partenariat (voir à ce sujet Baby 1996; Conseil supérieur de l'éducation 1995; Landry et Serre 1994; OCDE 1992; Tardif, Bourassa et Sénécal 1995; Zay 1994). S'appuyant non seulement sur la plupart de ces écrits mais également sur des pratiques en cours, Henripin et Parent (1996) donnent la définition suivante du partenariat à laquelle nous adhérons :

> Le partenariat est l'aboutissement d'un processus de collaboration ayant comme résultat une entente explicite entre des partenaires qui mettent en commun des ressources et de l'information et qui partagent du pouvoir, en vue de réaliser un ou plusieurs projets communs satisfaisant leurs intérêts propres, dans le respect des prérogatives de chacun (p. 5).

Il est donc facile de constater, comme le souligne le Conseil supérieur de l'éducation (1995), que comparativement à la concertation, le partenariat ne consiste pas uniquement en un partage de problèmes et de solutions mais qu'il nécessite un engagement formel de chaque participant.

La nécessité du partenariat en éducation

Plusieurs raisons justifient l'établissement du partenariat en éducation. D'ailleurs, un peu partout à travers le monde, le partenariat est considéré comme une réponse viable et créative à la nouvelle économie des marchés. L'éducation ne fait pas exception à cette règle et les membres du personnel enseignant doivent voir le partenariat comme un moyen (1) de fournir d'autres sources d'expertise et d'amener d'autres ressources matérielles et monétaires en classe; (2) de demeurer à l'affût des changements technologiques, des tendances du marché et des modifications dans les comportements sociaux; (3) de faciliter la transition des élèves entre l'école et le monde du travail.

Les principaux buts du partenariat en éducation

De façon générale, les buts visés par le partenariat en éducation réfèrent à trois aspects principaux :

1. La réussite des élèves

   Le partenariat cherche à augmenter les chances de succès des élèves dans les matières de base et dans celles liées à la technologie (ex. : français, mathématiques, sciences).

2. La pertinence du curriculum
   Le partenariat permet de lier le contenu du curriculum à des applications pratiques dans le monde du travail. Cette façon de procéder amène les élèves à voir la pertinence de leurs apprentissages.

3. Les habiletés d'employabilité
   Le partenariat est une façon efficace d'enseigner aux élèves les habiletés, les comportements et les attitudes que les employeurs recherchent. Les élèves acquièrent ainsi la capacité à démontrer leurs compétences personnelles dans le milieu de travail, ce qui augmente leur estime d'eux-mêmes.

Les objectifs généraux du partenariat en éducation

Vus dans ce contexte d'amélioration de l'éducation, les objectifs généraux du partenariat en éducation sont :

- d'aider à définir ce que nous voulons que les élèves connaissent et soient capables de faire suite à l'enseignement reçu;
- de créer des conditions qui stimulent les écoles et qui préparent les élèves pour le travail;
- d'agir en tant qu'agent de changement, spécialement dans le domaine de l'éducation;
- de fournir aux élèves des possibilités d'expérimenter l'environnement extérieur à l'école;
- de renforcer les liens entre l'éducation et la vie de travail;
- d'aider au développement des élèves et des membres du personnel enseignant.

Les conditions de succès du partenariat en éducation

Un premier groupe d'éléments mènent à la réussite :

- une cible commune ou un plan d'accords formels;
- des besoins et des intérêts réciproques clairement exprimés;
- un engagement explicite de chaque partenaire;
- une répartition claire et équitable des rôles et des responsabilités de chacun;
- un échange mutuel d'informations;
- une mise en commun des ressources;
- une entente sur les résultats attendus.

Un deuxième groupe d'éléments mènent plutôt à l'échec :

- un manque de vision et l'absence de buts et d'objectifs définis;
- des agendas cachés;
- une consultation insuffisante;
- un manque de liens avec le programme scolaire;
- un manque de soutien financier;
- une absence d'éléments d'évaluation;
- une prise de risques limitée;

- un manque de créativité;
- la rigidité des politiques;
- un manque de participation des parents.

2. L'examen des recherches et des travaux sur le thème du partenariat

Dans cette section du guide, nous désirons tracer le bilan sommaire des écrits diffusés dans le domaine du partenariat, principalement dans la province de Québec. Divers écrits serviront de points de référence dont le cahier d'idées sur les partenariats entreprise-enseignement publié par le Conference Board du Canada en 1997.

3. Les avantages du partenariat

Tant du côté de l'entreprise que de l'école, il existe de nombreux avantages au partenariat. Mentionnons simplement à titre d'exemple ceux qui suivent.

Les avantages pour l'entreprise

- Accroissement de la motivation des employés, de leur productivité et de leur épanouissement personnel et professionnel grâce à un engagement concret dans la communauté;
- Accroissement de la crédibilité et de l'exposition favorable grâce au réinvestissement dans la communauté;
- Formation d'une main-d'oeuvre qualifiée en prévision de l'avenir;
- Meilleure compréhension de la part des éducateurs et des élèves des besoins et des préoccupations des entreprises;
- Aide d'experts en matière de formation et de perfectionnement du personnel;
- Information et idées nouvelles provenant des travaux et des recherches des élèves;
- Accès aux installations récréatives de l'école, ce qui favorise un mode de vie plus sain pour les employés.

Les avantages pour l'école

- Accroissement de la motivation et de l'amour-propre des élèves grâce à de l'expérience sur le tas et à l'acquisition de nouvelles habiletés;
- Nouvelles stratégies d'enseignement et occasions d'enrichir le contenu des cours tout en s'assurant de sa pertinence;
- Exposition des élèves à des possibilités de carrière et à des employeurs éventuels;

- Meilleure compréhension de la part des gens d'affaires des besoins des écoles et du rôle qu'elles ont à jouer dans le maintien d'une économie saine;
- Expertise des affaires et savoir-faire technologique facilitant l'administration d'une école;
- Occasions de perfectionnement professionnel pour les enseignants;
- Accès à des installations et à du matériel spécialisés (ordinateurs, laboratoires, etc.) qui ne sont généralement pas à la portée des écoles.

4. *L'établissement du partenariat : un processus stratégique*

À ce niveau, il sera plus spécifiquement question de neuf étapes à suivre pour le développement du partenariat en éducation. Ce sont les suivantes: constituer une équipe de planification, envisager les différentes possibilités, identifier les besoins, développer une argumentation, sélectionner des partenaires de la communauté, se centrer sur un problème éducatif, présenter la conception du partenariat, établir un comité de coordination et procéder à l'évaluation.

5. *La présentation de modèles efficaces de partenariat*

Quelques exemples de modèles de partenariat entre l'école et le monde du travail qui fonctionnent de manière efficiente seront exposés dans cette partie du guide. Il s'agit entre autres des Conseils industrie-éducation, des Chambres de commerce, etc.

PARTICULARITÉS DU GUIDE

Nous désirons apporter un caractère novateur au guide traduit et adapté en ajoutant une section spéciale constituée d'une banque de ressources (entreprises, organismes, institutions) prêtes à collaborer avec l'école selon des formes variées (ex. : visites guidées, conférences, observations de travail, production de documents) pour faire bénéficier les élèves de leur potentiel éducatif. Cette innovation se fonde sur notre expérience antérieure dans la construction d'une telle banque et sur les grandes possibilités d'utilisation et d'exportation de ce genre d'outil. En outre, nous nous proposons aussi d'organiser des sessions d'animation auprès du personnel scolaire (directeurs, enseignants, conseillers d'orientation, etc.) dont le but avoué est de les amener à développer de nouvelles stratégies éducatives. Par exemple, grâce à cette banque, un enseignant d'une matière donnée pourrait inviter un travailleur dans sa classe afin qu'il démontre aux élèves la pertinence de leurs apprentissages, qu'il les informe sur son milieu de travail et sur sa profession.

Plus que jamais, nous sommes convaincus de la pertinence et des conséquences d'un tel projet compte tenu principalement des réformes actuelles dans le domaine de l'éducation, où des efforts devront être consentis pour organiser des activités d'information et d'orientation scolaires et professionnelles étant donné la disparition du programme d'éducation au choix de carrière et son remplacement par le concept de l'école orientante. Pour appuyer nos dires, nous reprenons textuellement les recommandations du Groupe de travail sur la réforme du curriculum présidé par Monsieur Paul Inchauspé (ministère de l'Éducation du Québec 1997) :

- qu'il soit proposé à l'élève, dès la première secondaire, de se donner un plan individuel de formation (PIF) qu'il mettra à jour et complétera tout au long de sa formation. Un tel plan veut mettre en relief l'orientation que vise tout parcours scolaire et permettre à l'élève de cerner progressivement ses propres objectifs à cet égard et de déterminer la voie qui y conduit;

- que soit facilité pour les élèves le choix de certaines activités d'exploration professionnelle en 4e et 5e secondaires, à l'intérieur des périodes réservées aux matières à option, comme le permet l'organisation de l'enseignement au second cycle du secondaire;

- que l'information scolaire et professionnelle soit réellement vécue dans l'école de manière transversale et que tous les enseignants et toutes les enseignantes apportent leur contribution et intègrent dans leur enseignement, à l'occasion, des activités d'apprentissage qui aident l'élève à élargir ses connaissances du marché du travail;

- qu'un centre de documentation sur les écoles, les carrières et les professions soit mis en place et tenu à jour et soit accessible en tout temps aux élèves;

- que des rencontres-conseils soient régulièrement accessibles aux élèves, et ce, dès la fin du premier cycle du secondaire;

- que des visites d'entreprises et d'ateliers soient organisées, de même que des conférences à l'école par des spécialistes des différents métiers (p. 58–59).

Par conséquent, notre guide sur le partenariat pourra certainement aider les éducateurs et les employeurs dans le développement de stratégies et de pratiques éducatives qui seront susceptibles de motiver davantage les élèves à leurs études. Toutefois, comme le soulignent Garant, Lacourse et Scholer (1995), le partenariat doit

s'inscrire dans un processus de collaboration où chaque milieu est partie prenante, de façon volontaire et selon son expertise propre. Il est donc une association de personnes plutôt que d'établissements et qui d'autre que le spécialiste en orientation peut servir de guide au partenariat?

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Update on national career development guidelines and standards

BRYAN HIEBERT
- **Canadian Career Development Foundation**
  University of Calgary
- **Alberta Career Development Action Group**

Calgary, Alberta, Canada

BARB MACCALLUM
ISM Careerware
Ottawa, Ontario, Canada

FRANK BALL
B. C. Healthcare Labour Adjustment Agency
Vancouver, British Columbia, Canada

LYNNE BEZANSON
Canadian Career Development Foundation
Ottawa, Ontario, Canada

MILLIE CAHILL
Memorial University of Newfoundland
St. John's, Newfoundland, Canada

ELVIN COLLINS
- **Alberta Association of Community-Based Trainers**
- **Canadian Coalition of Community-Based Training**
- **Alberta Career Development Action Group**

Edmonton, Alberta, Canada

MATHIEU COURCHENE
National Association of Friendship Centres
Ottawa, Ontario, Canada

EDWIDGE DESJARDINS
Université du Québec à Montréal
Montréal, Québec, Canada

GRAHAM DONALD
Canadian Association of Career Educators and Employers
Toronto, Ontario, Canada

NICOLE GALARNEAU
- **Regroupement québécois des organismes pour le développement de l'employabilité**
- **Canadian Coalition of Community-Based Training**

Montréal, Québec, Canada

CAROL TUMBER
- **Association of Career Centres in Educational Settings**
- **Ontario Alliance of Career Practioners**

Toronto, Ontario, Canada

VALERIE WARD
- **Career Development Consultant (private sector)**
- **Labour Market and Career Information Association of B. C.**

Vancouver, British Columbia, Canada

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BACKGROUND

Canadians are becoming more aware of the importance of being *planful* and self-directed in building a career/life path. Given our quickly changing labour market, most Canadians need help in making career decisions, successfully manoeuvering multiple career transitions, and retraining and/or upskilling throughout their working lives. As a result, increasing numbers of Canadians are seeking assistance from a wide variety of people who provide career development services.

Currently, providers of career development services span multiple jurisdictions and have a variety of education and training. Thus, there is a need for a human resource strategy that links potential areas of service to the knowledge and skills sets that are important for service delivery. Career development is emerging as a strong and dynamic profession that is focused on helping clients gain greater control over their career paths. In such a context it is important for career development professionals to be able to map out parameters of service and skill profiles that are important for ensuring that the profession "walks the talk" that it promotes to clients.

Recognizing this need, several groups began developing guidelines and/or standards for the delivery of career development services as one means to enhance accountability and help service providers better identify the processes in which they are engaged. With several initiatives taking place, it soon became apparent that more could be accomplished by pooling efforts in a common cause. Additionally, a combined initiative could have the effect of increasing occupational mobility for those delivering career development services. Thus, there was merit in exploring the possibility of combining resources into a national standards initiative.

In the fall of 1996, a national assembly brought together a wide range of stakeholders from a broad cross-section of sectors involved in career development, to explore the possibility of collaborating on creation of national standards for the practice of career development. The meeting identified common interests that could be satisfied by the development of national guidelines and/or standards, critical issues that would need to be addressed, and potential barriers to be overcome.

In the end, the assembly agreed that there was a collective will to proceed with a process that would determine the extent to which the field as a whole would support the creation of national guidelines and/or standards for career development, and if so, what those

guidelines and/or standards would look like. The meeting agreed that the initiative should be driven by a cross-section of people drawn from a broad range of disciplines and perspectives. The National Steering Committee for Career Development Guidelines and Standards was formed to begin creating a framework that would guide the development guidelines and/or standards for career development. The assembly emphasized that members of the Steering Committee should operate according to a "stewardship model" rather than a "representative model." In making this recommendation, the primary concern was that members be permitted to respond from their unique perspectives as professionals in the field, informed by their involvement in professional organizations, but not bound by being officially sanctioned voices of the organizations of associations with which they were involved. Efforts had been made to ensure that members of the Steering Committee were drawn from a wide variety of different areas so that multiple views would be inevitable. The stewardship model would both speed reaching consensus and also focus discussion on career development in Canada broadly speaking.

THE NATIONAL STEERING COMMITTEE

In its early meetings the Steering Committee developed clarity on the principles that would guide the initiative, namely that the guidelines and standards will be developed through a process that:

- utilized an inclusive, open process built on collaboration and consultation
- recognized prior learning and experience
- recognized the diverse needs of the different sectors involved in career development
- recognized the diverse roles and skill sets of practitioners in the field in a way that leaves them validated and includes existing best practices

The National Steering Committee had two main tasks.

1. To develop a framework for the creation of national guidelines and standards for career development. It was not to actually develop the guidelines and standards. That would come later, provided there was support from the professional community to continue.
2. Determine the extent of support for proceeding with the actual development of the guidelines and standards.

Four working groups were created to complete the specific tasks inherent in the initiative.

- A Communications Working Group was charged with creating and managing a communications strategy that would reach a broad cross-section of people involved with career development to keep them informed of what was happening and invite their participation. To this end, a Web site was established, a quarterly update was initiated, and a systematic search of potential stakeholders was undertaken.

- A Scope and Boundaries Working Group articulated the mission statement and a set of guiding principles for the initiative. They also developed a document mapping out the scope of career development that could be used as a discussion paper to help people clarify their thinking.

- A Framework Working Group drafted a framework that could be used to create the guidelines and standards. Professional groups that had been developing guidelines or standards for career development were invited to send a spokesperson to a two-day working meeting where the main task would be to create a draft framework for national guidelines and standards. All participants received copies of each other's current documents and came to the meeting prepared to identify the common ground that could be used to create a framework that all could endorse. Thus, the draft framework was the result of the collective input of key people who had been involved in trying to address the need for guidelines and standards for career development.

- A Uses and Benefits Working Group produced a document outlining the potential uses to which guidelines and standards could be put, the resulting benefits, and the issues and disadvantages that might come from creating guidelines and standards for career development.

CONSULTATION ON CAREER DEVELOPMENT GUIDELINES AND STANDARDS

In order to obtain feedback from the field, and allow input from the widest possible group of stakeholders, a widespread consultation was planned for the fall of 1997. This consultation would involve a broad cross-section of practitioners and other stakeholders who would be invited to shape the initiative and decide its ultimate fate. The National Steering Committee was aware that some groups that should be involved in a National Guidelines and Standards initiative might have been missed in the initial General Assembly, and others

might not yet have participated, but might be interested as the initiative was building momentum.

In planning the consultation, an attempt was made to be as open and inclusive as possible, inviting all potentially invested players to participate. A CD-ROM search was made to identify all associations in Canada that might be involved in career development. A letter was circulated to all, inviting them to participate in the consultation in one or more of three capacities: to organize a consultation, facilitate a consultation, or be a resource person to several consultations.

People who were interested in serving as resource people in the consultation were invited to Ottawa to pilot test the draft consultation materials, suggest changes in the consultation, and obtain further background information on the National Guidelines and Standards initiative. In all, 42 people attended this meeting. The meeting was facilitated by a consultant who was not a member of the National Steering Committee, in order to promote objectivity in the process and make sure the result reflected the collective impression of those attending the meeting. The consultant designed the process and prepared the materials, in collaboration with the chairs of the working groups. Those attending the meeting indicated that they were very pleased with the process. The background materials and the consultation process were revised to reflect feedback from the group, and a true spirit of collaboration permeated the meeting.

The consultation took place between 1 October and 20 December 1997. To invite the broadest range of participation, notices were placed in the newsletters of most associations, informing people about the consultations, inviting them to check the Web site or contact the consultation coordinator for information about the consultation sessions in their area, or to receive a copy of the consultation materials. The consultation materials were designed to accommodate a wide range of response modes. The consultation could take place using a small group format, it could be done individually, or people could download materials and conduct their own consultations, independent of the Steering Committee, or they could write to the consultation coordinator to obtain copies of all materials.

As part of the consultation the following documents were available:

- Facilitator Kit, complete with background papers, presentation notes, and black-line overhead transparency masters
- Participant Kit, containing background information on the initiative, discussion paper, and feedback form.
- National Standards Concept Paper

- Mission Statement and Guiding Principles
- Defining the Scope of Career Development
- A Developing Framework for National Career Development Guidelines and Standards: Background Paper
- Report from the Framework Working Group: A Framework For Career Development Competencies
- Uses and Benefits of National Career Development Guidelines and Standards

Copies of all working documents, background papers, and consultation materials are still available from the National Steering Committee Web site at *www.career-dev-guidelines.org* or by writing the National Steering Committee Career Development Guidelines and Standards, P.O. Box 67007, Ottawa, Ontario K2A 4E4.

RESULTS OF THE NATIONAL CONSULTATION

By the beginning of January 1998, 69 consultation groups had been conducted in eight provinces and one territory. In British Columbia some funding was obtained to facilitate the consultation, while in other provinces all of the consultations were done on a volunteer basis. In some provinces, an identified structure supporting career development helped to create greater participation. For example, in Alberta there is an action group and a provincial association for career development. In Nova Scotia, some people were provided institutional support to coordinate the consultation. In such cases, there was a higher participation rate in the consultations. In Quebec there was a fan-out system in which people attended the consultations as representatives of larger groups, such as associations or agencies. In Newfoundland, large numbers of people participated in the consultations, but did not return feedback forms. Thus, it is difficult determine the exact number of people who participated in the consultation and the return rate on the feedback forms. A further complication was created by the postal strike, which meant that the return of many forms was delayed.

Participants

A tabulation of all the forms received by 31 January 1998 was made and an estimate of the number of participants and return rate was calculated. An estimate of the number of participants was made by examining the participant rosters from the consultation sessions and comparing it to the names on the feedback forms that were returned. This comparison suggests that in all, about 1,250 people participated in the consultation and over 865 feedback forms were returned,

TABLE 1 Geographic representation of 865 respondents to consultation Feedback Form

PROVINCE	# GROUPS	# GP PARTIPANTS	# INDIVIDUALS	TOTAL
British Columbia	18	211	43	254
Alberta	9	92	23	115
Saskatchewan	5	63	0	63
Ontario	14	175	50	225
Quebec	3	20	5	25
New Brunswick	1	4	2	6
Nova Scotia	12	121	9	130
Newfoundland	5	0	25	25
Northwest Territories	3	22	0	22
GRAND TOTAL	70	708	157	865

representing a return rate of about 70%. A breakdown of the sample is provided in table 1.

About 80% of the feedback forms came from people who had participated in one of the consultation groups and about 20% had completed the feedback form independently. Since about one-fifth of the responses were from individuals, the Steering Committee believes that there was reasonable success in reaching individual practitioners who may not be part of any formal association.

Participants in the consultation came from a broad cross-section of organizations and a wide array of sectors involved in career development. The most heavy participation came from those working in community agencies (27.6%), followed by the education sector (23.1%), and those in private practice (15.9%). About 52% of the respondents were involved in front-line services to clients, about 11% said they worked with students in secondary or postsecondary settings, and about 7% indicated they were managers. The remainder of the sample were distributed across a wide range of job titles, mostly depicting direct service roles.

Results

The feedback from participants was overwhelmingly in favour of proceeding with the development of the guidelines and standards.

In response to the question *Would you support the next step, namely to develop, field-test, and validate national guidelines and Standards for Career Development?* 84% said yes, 10% did not answer, and 5% said no. Of the people who responded to that question, 93% indicated they were in favour of proceeding. (Some parts of the consultation were optional, and therefore not completed by all groups. Therefore, in the discussion that follows, percentages are based on the number of people who actually responded to each question.) See table 2 for a summary of responses. A breakdown of responses for each province is available on request.

In spite of the overwhelming endorsement for proceeding with the initiative, some important areas were flagged as requiring further attention. Because the Feedback Form invited people to provide suggestions or elaborate upon the reasons for their answers, it was possible to obtain some insight into the problems needing to be addressed. In each case, a content analysis was done on the written responses, categories were developed to reflect individual comments, and the frequency counts of comments were tabulated. A summary of the written responses is available on request.

Defining the scope of career development

Only 59% of respondents thought that the scope and boundaries of career development were outlined clearly in the discussion paper. Those offering written suggestions indicated that there was a need to identify which groups were included in the scope, that the boundaries needed to be more clear and distinct and inclusive, and that key terms needed to be defined. Of the 20% of respondents who thought that it did not make sense to focus only on the providers of direct services to clients, most said they thought that both were necessary because they influenced each other, or that ultimately both would need to be done anyway. There were 19 people in three provinces who thought that it would be acceptable to focus only on the providers of direct services as long as the indirect providers were consulted in the process.

A developing framework for career development competencies

More than 75% of respondents approved of the approach taken to develop the framework. They endorsed the idea of building a framework on what practitioners actually did, rather than the training they took. They liked the fact that a code of ethics would form the basis of the framework, that there would be core competencies required of all practitioners, and specialty competencies pertaining

TABLE 2 Total responses to consultation questions ($N = 865$)

Question	# Blank	PERCENTAGE, BASED ON NON-BLANK RESPONSES Yes	No
Are the scope and boundaries clearly defined?	54	59%	41%
Does it make sense to focus on those who provide direct services and leave the indirect services for another initiative?	76	79%	20%
Does it make sense to organize a framework around what practitioners do rather than around the training they take?	65	84%	16%
Is it sensible to use an organizing system with two main groupings: core (which all practioners need) and specialty (which relate to the type of service)?	69	93%	7%
As a way to start, does it make sense to view core competencies as being based on a code of ethics and several groups of competencies, such as personal attributes, personal principles, skills, and knowledge?	113	82%	18%
As a way to start, does it make sense to view specialties as groups of competencies, such as assessment, counselling, information, instruction/facilitation, referral, work development?	94	87%	13%
Balancing the uses/benefits against the disadvantages/risks, I conclude that the development of guidelines and standards is in the best interests of ..... me	80	92%	8%
..... my clients	64	95%	5%
..... my organization	84	94%	6%
..... my profession	82	95%	5%
..... the public	87	96%	4%
Could we have some kind of advisory council consisting of 1 representative from each professional organization, each relevant government department, and some practitioners at large?	222	95%	5%
Would a process modelling the tenets outlined leave you feeling like you had enough opportunity to contribute to the final result?	310	92%	8%
Given all of the above, would you support the next step, namely to develop, field-test, and validate National Guidelines and Standards for Career Development?	60	93%	7%

to specific types of service provided. In cases where people disagreed with the approach taken, the suggestion was that a combination of training and skills would be preferred, that some minimum training base would be needed, that many of the specialties actually belonged in the core, and that some of the core competencies would be difficult to measure.

Uses and benefits

Over 80% of respondents reported that they thought the guidelines and standards would be in the best interests of themselves, their clients, the organizations for which they worked, the profession, and the general public. The few dissenting comments suggested that clients should have been first in the list, that they had professional standards already as part of another organization to which they belonged, or that career development guidelines and standards could create a conflict with other standards that practitioners follow.

All respondents were invited to indicate additional uses or benefits, or additional disadvantages or risks. The most frequently mentioned additional uses or benefits were:

- credibility, visibility of the profession
- encourage/facilitate professional development
- guide to training/curriculum development
- safeguard public/assured quality of service
- networking/uniting the profession/broader perspective
- increased accountability
- standardizing of pay scale
- better service to public/quality of information
- guide to performance appraisal
- remove ineffective practitioners from the profession
- transferability of skills/job
- advocacy/legal support

The most frequently mentioned additional disadvantages or risks were:

- cost and time for training
- might eliminate good practitioners
- standards must be fluid, adaptable, flexible/don't stifle diversity and disparities
- cost of service
- could create a big bureaucracy (increased paperwork)
- cost to practitioners, to register
- costs and difficulty of maintaining and enforcing standards
- could encourage elitism/create a hierarchy of practitioners
- cost to agencies

- cost of litigation/ liability for practitioners
- decrease value of experience/growth of credentials
- need a way for current practitioners to gain missing skills
- need to implement grandparenting

Process for continuing

As an optional part of the consultation, respondents were also asked to comment on the process to be used if there was endorsement for continuing with Phase II of the initiative, namely to develop, field-test, and validate National Guidelines and Standards for Career Development. About two-thirds of Feedback Forms contained responses to these items. Over 90% endorsed the idea of creating an advisory council consisting of representatives from each professional organization, relevant government department, and some practitioners at large. Those providing written comments emphasized the importance of making sure the advisory council represented all groups. Several respondents thought that their professional associations needed to be more involved. Others thought that small working groups should be involved, providing for local and regional representation. They thought that quarterly information updates would be sufficient to keep them informed and that some forum for large group consultation would be an important inclusion. Over 90% of respondents indicated that if such a process was followed, they would have had sufficient opportunity to contribute to the final result.

Additional observations

Although there is uniform support from most parts of the country for what has been done to date and for continuing with an open consultation for the next phase of the project, there are some exceptions to this trend. Two consultation groups stand apart from the rest. In these two groups there was a uniform negative response (close to 100% of participants replying *no* to all items in the Feedback Form.) One group was composed largely of educators and the other was composed of a mixture of educators, community, and government people. Both groups expressed strong feelings that they had not been involved to date. They thought the whole process was flawed and that it should be abandoned. The reasons for this strong negative reaction are unclear; however, it underscores the importance of maintaining a collaborative and inclusive approach where those with concerns are invited to be involved in developing an acceptable solution.

With the above exception, the pattern of responses was consistent across all identifiable subsections of the respondents. When the data were subdivided according to the type of organization where the respondents worked, there was a lower percentage of respondents from provincial ministries and DND/RCMP settings who thought that the proposed scope of career development was clear, but otherwise the pattern was virtually identical to the sample at large. When the data were subdivided according to NOC number, there was a lower percentage of managers, counsellor educators, and school counsellors who thought that the proposed scope of career development was clear, but others working in school settings, namely co-op educators and work experience coordinators, reported in a similar manner to the rest of the sample. It is important to note that even in cases where a greater number of respondents reported that the proposed scope was unclear, the percentages indicating a desire to continue with the initiative were similar to the sample at large. One caution should be exercised in comparing responses across subsets of the sample, for the nature of the data did not permit statistical comparisons between subsamples, and therefore it is not possible to determine the extent to which any perceived differences are random occurrences. People wishing to obtain a copy of the detailed data tabulation can download it from the National Steering Committee Web site at *www.career-dev-guidelines.org* or by writing the National Steering Committee Career Development Guidelines and Standards, P.O. Box 67007, Ottawa, Ontario K2A 4E4.

General conclusions

The initiative to explore the feasibility of developing national guidelines and standards for career development has been in progress for approximately 16 months. It began with an Assembly on Guidelines and Standards, which concluded that it was timely and useful to pursue this initiative. If the Assembly on Guidelines and Standards had not reached this decision, the project would have finished at that point and the individual initiatives happening across Canada would have continued more or less independently. However, there was a collective will to proceed. A National Steering Committee for Career Development Guidelines and Standards was formed, and the committee has continued the work in an open, collaborative, and inclusive manner. True, there are some pockets where people have not been as involved as they would have preferred, as witnessed by the two examples referred to above. But, in the 70 consultation groups, and the majority of the responses from individuals, there was a sense that although there was still much work to be done, the initiative was on the right track.

In preparing to proceed to the next phase of the project, several factors will need to be addressed. Groups that felt they were not as involved as they would like to be will need to be encouraged to participate in the next step. More work will need to be done in mapping out the scope and boundaries of career development and obtaining consensus about the clarity and utility of the resulting scoping document. It will be important to create a glossary of key terms as an initial step in developing a common language among service providers. There will need to be multiple routes for accessing and commenting on these steps. The Web site of the Steering Committee, the network of participants in the consultations, and membership lists of participating organizations will be a help in obtaining feedback on these items, but the responses on the consultation feedback forms indicate that some face-to-face interaction will also be important.

Career development is taking on a higher profile in Canadian society. In most circles there is agreement that it is timely and appropriate to proceed with developing national guidelines and standards for career development. Doing so would provide a vehicle for addressing quality assurance issues in the delivery of services to clients, as well as a means for raising the stature of the career development profession. National Guidelines and/or Standards for Career Development also would offer the possibility of increasing occupational mobility for those working in the career development profession, as well as serve as a guide for developing further training in career development and for recognizing and validating the prior learning experiences of career practitioners. The challenge now remains to keep the process as open and inclusive as possible so that the final product will be endorsed by the widest possible array of professional groups. Career development is at a crossroads on the pathway to creating a profession. By acting together in an open, inclusive, and collaborative process we can solve problems, identify measures for dealing with barriers, and ensure that the next steps will be undertaken in a manner that will benefit the maximum number of stakeholder groups.

Vie professionnelle et développement de carrière au féminin*

ARMELLE SPAIN, Ph.D.
LUCILLE BÉDARD, M.A.
LUCIE PAIEMENT
Centre de recherche sur le développement de carrière (CERDEC), Université Laval
Québec, Canada

* *Recherche subventionnée par le Conseil de recherches en sciences humaines du gouvernement du Canada (CRSH) et par le Fonds pour la formation de chercheurs et l'aide à la recherche du gouvernement du Québec (FCAR).*

À une époque où la fragmentation de la carrière serait devenue un phénomène courant, les études sur la psychologie du développement de carrière s'avèrent indispensables à plusieurs égards. Il faut en effet y chercher les assises actuelles des interventions d'aide appropriée en counselling de carrière auprès des individus et d'un soutien adéquat à une gestion renouvelée des ressources humaines dans les organisations. Nos recherches sur le développement de carrière au féminin apportent un éclairage différent dans la compréhension de la vie professionnelle et particulièrement utile dans un contexte d'éclatement des structures traditionnelles du travail.

La participation des femmes à la société s'est profondément modifiée depuis quelques décennies. Présentes et actives sur tous les fronts, les femmes apparaissent dans leur comportement professionnel peu conformes au modèle élaboré à partir du cheminement masculin qui prévalait socialement. Des études ont mis en lumière un aspect fondamental du développement personnel féminin. En effet, plutôt que dans un mouvement orienté vers la séparation, elles se développent dans un mouvement vers l'attachement (Enns 1991; Gilligan 1982) et la mutualité (Jordan 1986; Jordan et coll. 1991; Genero et coll. 1990, 1992). La singularité des femmes s'énonce dans leur tendance première à créer et à maintenir des liens (Caffarella et Olson 1993), tendance qui se répercute dans leur identité (Giordano 1995; Josselson 1987; Miller 1986), leur façon d'apprendre (Belenky et coll. 1986) et leur développement moral (Gilligan 1982). Cette dimension relationnelle marque également leur cheminement de carrière et le façonne différemment (Gallos 1989; Marshall 1989; Powell et Maniero 1992; Spain et Bédard 1991; Spain et Hamel 1994).

Dans ce contexte, étudier la vie professionnelle des femmes, à partir de leurs perceptions et sous l'éclairage prometteur de la dimension relationnelle, devenait primordial. Une première recherche auprès de jeunes femmes âgées de 16 à 26 ans révélait l'aspect fondamental de la dimension relationnelle dans la conception de leurs projets de vie (Spain, Hamel et Bédard 1994). Une deuxième étude auprès d'un échantillon de femmes adultes reprenait ces données afin de voir comment cette dimension relationnelle marquait leur cheminement de carrière. Ce sont ces résultats qui sont présentés ici.

Afin de cerner le profil du cheminement de carrière des femmes et pour décrire les enjeux avec lesquels elles se disent aux prises en tenant compte de la diversité des scénarios adoptés, un schéma de recherche préexpérimental a été retenu (Campbell et Stanley 1963). Précisément, la complexité des phénomènes à observer et les visées exploratoire et descriptive appelaient une démarche scientifique de nature qualitative. Les femmes âgées entre 17 et 47 ans constituent la population. Une représentation égale de femmes de tous les âges a été assurée grâce à un échantillon par unité-type (Chauchat 1985) qui inclut autant d'étudiantes que de femmes au travail en recherche d'emploi ou retirées temporairement du marché du travail et des études. La cueillette des données s'est effectuée au moyen d'entrevues individuelles semi-structurées (Daunais 1984) et semi-dirigées (Deslauriers 1991) enregistrées et retranscrites intégralement. Les trois grands thèmes du guide d'entrevue étaient l'identité, la

dimension relationnelle et la carrière. Les données ont été soumises à une analyse qualitative rigoureuse et systématique en cinq étapes (Spain et Hamel 1991). Il s'agit d'une analyse descriptive dont les éléments proviennent des données elles-mêmes, se distinguant ainsi d'une analyse de contenu pour laquelle une grille préalable est élaborée.

LA VIE PROFESSIONNELLE AU FÉMININ : UN TABLEAU NUANCÉ

Les résultats mettent en relief des aspects particulièrement significatifs en ce qui a trait à la trajectoire professionnelle et aux changements qui s'y opèrent. Mais avant d'aborder ces éléments qui reflètent l'expérience qu'ont les participantes de leur vie professionnelle, précisons le contenu considéré sous cette appellation et définissons les termes de trajectoire et de cheminement professionnels.

La vie professionnelle est considérée ici comme une dimension de la vie et dépasse la seule activité de travail rémunéré. Cette notion englobe des aspects préalables et périphériques au travail qui restent cependant liés à la production de biens et de services. Ainsi le temps consacré aux études ou à l'apprentissage d'un métier est vu comme une partie intégrante de la vie professionnelle puisqu'il en représente la nécessaire préparation. Sont aussi incluses les occupations bénévoles qui, la plupart du temps, sont le pendant gratuit de travail en d'autres circonstances rémunéré et qui contribuent souvent à l'acquisition et à l'accroissement de compétences et d'habiletés utiles et transférables à la réalisation d'un travail rétribué.

Le cheminement professionnel ou de carrière révèle la manière qu'a chaque personne de réaliser sa vie professionnelle. La trajectoire représente quant à elle l'ensemble du cheminement professionnel généralement constitué de périodes de durée variable, appelées saisons, et d'activités diverses liées au travail. La trajectoire, c'est en quelque sorte un historique du cheminement de carrière où des saisons reconnues particulières avec leurs divers contenus apparaissent en séquence.

Des constantes

L'étude des trajectoires professionnelles des participantes a mis en relief quelques éléments qui rejoignent toutes les expériences recueillies. Il a été possible en effet d'isoler trois aspects représentatifs de la vie professionnelle de chacune. Il s'agit de la singularité des trajectoires, du fractionnement de la vie professionnelle et enfin, des interrelations entre les sphères d'activités.

La singularité de la trajectoire professionnelle apparaît être une première caractéristique dominant l'ensemble des contenus. Aucune participante n'a établi *a posteriori* son itinéraire de la même manière qu'une autre. La segmentation de la carrière, le partage de l'investissement entre diverses sphères d'activités et sa variation à travers les saisons, les intérêts professionnels poursuivis à différents moments du parcours, tous ces éléments ont été de manière générale particuliers pour chacune, si bien qu'il est impossible de voir émerger un modèle qui mettrait en lumière un graphique identique dans l'évolution de la carrière. Il est certain qu'une multitude d'éléments distinguent les individus les uns des autres, mais au-delà des différences d'âge, de milieu d'origine, de formation, d'intérêts, nous ne retrouvons pas la trace d'une sorte de circuit obligé par lequel elles auraient passé pour s'assurer une vie professionnelle active.

C'est dans le cadre de cette singularité que se profile le fractionnement de la vie professionnelle, deuxième élément constitutif de la carrière de ces femmes. Leur cheminement professionnel est un mouvement où s'inscrit une suite d'engagements, d'interruptions et de retours au travail qui sont quelquefois le résultat d'une conjoncture externe, mais le plus souvent l'expression d'une poursuite d'intégrité personnelle. Le caractère unique de chacune des trajectoires se manifeste précisément dans la manière totalement subjective par laquelle ces femmes, dans leurs témoignages, ont décidé du nombre et des limites de leurs saisons ainsi que des significations qu'elles leur attribuaient. Appelées à effectuer un découpage de leur vie professionnelle jusqu'à maintenant, le nombre de saisons identifié par les participantes varie de un à six et leur durée, de 1 à 15 ans. Ces écarts révèlent une structure personnelle associée à des expériences qui sont propres à chacune. Ils ne sont pas liés à l'âge en ce sens qu'ils ne sont pas le résultat logique d'un parcours professionnel qui serait plus long chez les plus âgées par rapport aux plus jeunes. Ce fractionnement différent selon les participantes traduit la grande variabilité de leur cheminement de carrière et leur manière unique de cerner la cohésion de leur histoire professionnelle.

L'évocation de leur cheminement professionnel amenait aussi ces femmes à souligner l'importance d'autres dimensions de leur réalité telles la famille, la vie amoureuse, la maternité, les relations amicales, les tâches domestiques et les loisirs en interaction avec la sphère travail. Plusieurs éléments issus de sphères d'activités personnelles comme celles liées à la vie amoureuse, familiale ou sociale intervenaient pour donner une direction nouvelle à la trajectoire professionnelle. Ceux cités le plus fréquemment concernaient la

rencontre du conjoint, le mariage ou l'emménagement avec celui-ci, une séparation ou un divorce, la naissance des enfants, leur autonomie plus grande qui coïncidait souvent avec leur entrée à l'école, un déménagement dû au transfert du conjoint, ou un désir de rupture avec le milieu d'origine. Ces événements entraînaient un nouveau partage de l'investissement d'énergie entre les différentes sphères d'activités, y compris celui attribué à la carrière, parfois à la hausse, parfois à la baisse. Dans l'arrangement des sphères d'activités, des aspects professionnels ont également imposé une manière particulière d'agir sur le plan personnel : passage des études à un travail régulier, obtention d'un nouveau poste, perte d'un emploi, épuisement professionnel, retour aux études, passage d'un emploi à court terme à un emploi à long terme ou l'inverse. Des femmes ont en effet adapté leur vie personnelle, entre autres leur vie amoureuse, familiale ou sociale, aux exigences de leur cheminement de carrière. Parfois la contrainte s'étendait sur une seule saison, parfois elle faisait partie d'un mode de vie et était présente de façon plus continue dans la trajectoire.

Bref, ces femmes n'échappent pas à une perspective globale de leur vie où toutes les sphères d'activités interagissent. La vie professionnelle n'occupe pas une place étanche; parfois elle domine les autres zones d'occupations, parfois elle leur est assujettie, mais en aucun cas les femmes ne se sont montrées enfermées dans une vie professionnelle imperméable à toutes autres préoccupations.

La dimension relationnelle : un rôle marquant

L'analyse des données met en perspective le rôle qu'a joué la dimension relationnelle dans le cheminement de carrière de ces femmes. Un rôle présent tout au long des trajectoires mais avec un accent différent selon les moments et les enjeux définis par chacune. Cependant, la dimension relationnelle paraît occuper une place prépondérante dans le développement professionnel de l'ensemble des sujets puisqu'à l'unanimité, ces femmes identifient les rapports humains comme l'une des trois valeurs les plus importantes liées au travail, les autres étant le revenu et la réalisation de soi.

D'abord et avant tout, la dimension relationnelle apparaît comme un moteur de développement professionnel indéniable. Dès l'origine du projet professionnel, la culture du milieu familial empreint les choix et, si cette incidence est notoire, les propos recueillis rappellent avec éloquence que l'expérience du regard des parents et des proches vécue à l'enfance et à l'adolescence s'intègre à l'histoire de la

personne et continue de l'interpeller dans son développement de carrière à l'âge adulte. Il s'agit donc d'un processus relationnel dont la dynamique persiste sans égard au temps.

Par ailleurs, à travers l'ensemble des cheminements de carrière et quelque différent qu'il soit, le besoin d'appréciation et de reconnaissance face au travail accompli ressort avec force. Les participantes évoquent par exemple, l'importance «d'être appréciées, reconnues, encouragées, félicitées, valorisées» par les autres. Dans le milieu de travail, cela peut concerner les personnes en autorité, les collègues ou la clientèle; sur le plan personnel, il peut s'agir du conjoint, des enfants, de parents ou d'amis qui se montrent intéressés à leurs activités professionnelles. La reconnaissance recherchée est accueillie comme une validation non seulement des compétences mais aussi de l'identité professionnelle. En plus de rassurer la personne sur le rôle actif et appréciable qu'elle joue dans la société, cette reconnaissance stimule son investissement au travail. L'insistance avec laquelle cet aspect est relevé pose la question de son caractère fondamental. La nature du rapport établi dans cet appel de reconnaissance soulignerait-il un désir de mutualité qui pourrait se traduire ainsi : plus les autres reconnaissent qui je suis, plus je peux être totalement et réellement et plus je peux me développer, ce dont ils peuvent bénéficier à leur tour? En effet, il s'agit d'une interdépendance qui, dans un échange d'ordre professionnel, entraîne le développement des individus et de l'entreprise qu'ils servent. La dimension relationnelle sert également d'axe au mouvement qui s'opère entre toutes les sphères d'activités de la vie chez les participantes. Ce mouvement constant se présente comme une articulation essentielle à la poursuite de sens et d'intégrité qui se déploie dans leur vie professionnelle.

De façon générale, tous les éléments signalés par les sujets concernant le rapport entre la sphère professionnelle et les autres sphères d'activités sont associés à des liens qu'elles ont entretenus, entretiennent actuellement ou souhaitent entretenir avec des personnes significatives. En d'autres termes, la dimension relationnelle ne peut se définir de manière restreinte comme une notion insérée dans le temps dont l'importance serait seulement ponctuelle et dépendante des significations affectives des liens du moment. Il s'agirait davantage d'un aspect dynamique permanent de l'être profondément perméable aux significations des échanges avec autrui. Et certains de ces échanges, dans leur présence ou dans leur absence, deviennent particulièrement porteurs de sens et, par conséquent, déterminants dans la vie des personnes concernées.

La même présence importante et inéluctable des préoccupations relationnelles apparaît lorsque les femmes précisent les motivations et les enjeux d'une décision d'ordre professionnel. Les modifications à la trajectoire professionnelle qu'entraînent de telles préoccupations pourraient donner l'image d'une vie au travail inconsistante, associée à une attitude de dilettante face à la carrière. Or, c'est précisément la dimension relationnelle qui sert d'élément de continuité et de solidité dans l'engagement professionnel et donne un sens au cheminement poursuivi. Dans cette perspective, les préoccupations relationnelles transcendent la vie professionnelle et y inscrivent une constante riche de significations. De plus, elles contribuent au développement de la personne en établissant une dynamique primordiale et féconde entre l'individu et le monde du travail. Le cheminement de carrière de ces femmes, en se pliant à cette dynamique de la dimension relationnelle, loin d'apparaître contraint, limité, instable ou déviant par rapport au cadre du travail, représenterait au contraire un cheminement ouvert, responsable, évolutif qui vise la réalisation de la personne en synergie avec son environnement.

L'INTERVENTION : QUELQUES PISTES

Cette vision éclatée de la vie professionnelle issue des propos des femmes suggère une notion de carrière qui dépasse largement les étapes successives et en progression liées à l'exercice d'un métier ou d'une profession. La carrière est davantage une représentation de l'ensemble des voies dans lesquelles la personne s'engage pour donner un sens et une cohérence à sa vie en accord avec elle-même. L'atteinte de cette cible nécessite l'interaction de toutes les sphères d'activités. Ces femmes se sont investies dans une vie professionnelle où se sont profilés des emplois divers, des impératifs personnels, des besoins de formation et de perfectionnement dans le but de se déployer et de s'accomplir en respectant toutes les facettes de leur désir d'être. En apparence hétérogène, leur vie professionnelle souligne au contraire leur poursuite d'unicité qui est ancrée dans les liens établis avec les personnes significatives de leur vie. Il y a là singularité des parcours et quête d'intégrité qui invitent à des interventions reconnaissant ce mouvement. La reconnaissance de cette manière féminine de se développer professionnellement entraîne notamment des retombées aux plans du counselling de carrière et de la gestion des ressources humaines.

Puisque les femmes demeurent profondément sensibles aux liens significatifs et décidées à les prendre en considération dans l'ensemble de leur vie y compris à l'égard du travail, il est impératif que

nos interventions en counselling de carrière en tiennent compte. Occulter l'interrelation des sphères d'activités tout autant qu'ignorer les exigences multiples de la dimension relationnelle auxquelles elles consentent parce qu'elles y reconnaissent une condition nécessaire à leur accomplissement, serait aussi préjudiciable qu'inutile à une aide visant leur développement de carrière. Il apparaît au contraire judicieux de respecter et d'éclairer ce mouvement inscrit au cœur même de leur parcours professionnel. Cela permettrait de les rejoindre dans une dynamique fondamentale où se révèle leur recherche de sens et d'intégrité à travers leur vie professionnelle. Par ailleurs, au-delà des habiletés, des aptitudes et des intérêts personnels à cerner, des croyances sur soi et sur son milieu à préciser, des stratégies d'insertion socioprofessionnelle à élaborer en fonction d'un environnement en perpétuelle transformation, prendre en compte les valeurs et les significations essentielles attribuées au travail dans la vie de la personne favoriserait chez elle un ancrage indispensable à son développement professionnel. À une époque où la structure même du travail se transforme et sème plus de confusion que de certitude, aider la personne à retracer le sens de sa vie professionnelle devient une piste d'intervention éclairée en counselling de carrière, qui pourrait peut-être trouver écho auprès d'une clientèle élargie.

Les gestionnaires des organisations pourraient aussi tirer partie de cette manière d'être. La compréhension plus circonscrite du développement de carrière de femmes fait ressortir que le sens accordé à l'activité professionnelle en rapport avec la qualité des rapports humains et l'actualisation de soi constitue une recherche en concordance étroite avec l'ensemble de la vie des femmes. Or, lorsque cette quête est soutenue par l'environnement, elle se révèle être un moteur puissant d'investissement au travail. Actuellement, les organisations sont-elles en mesure d'offrir une structure et des modes de fonctionnement reconnaissant cette conduite? Sinon, cette omission ne crée-t-elle pas un paradoxe menant à une impasse? Ne serait-ce pas faire fausse route que d'ignorer ces besoins fondamentaux? Pourtant, ce respect d'une quête individuelle de sens ne favoriserait-il pas, grâce à un rapport de mutualité fertile, l'atteinte des objectifs de productivité et d'efficacité des entreprises? Ne pourrait-on pas envisager une conciliation entre les attentes des femmes face au travail et les buts des entreprises pour le plus grand bénéfice des unes et des autres? Cette conciliation passerait par la prise en compte de la dimension relationnelle dans la gestion des ressources humaines et pourrait inviter à un réexamen tant des différents concepts liés à l'univers professionnel que des modalités de travail en émergence.

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